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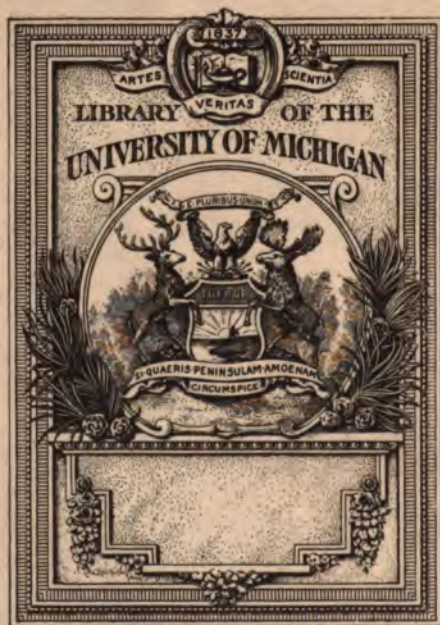
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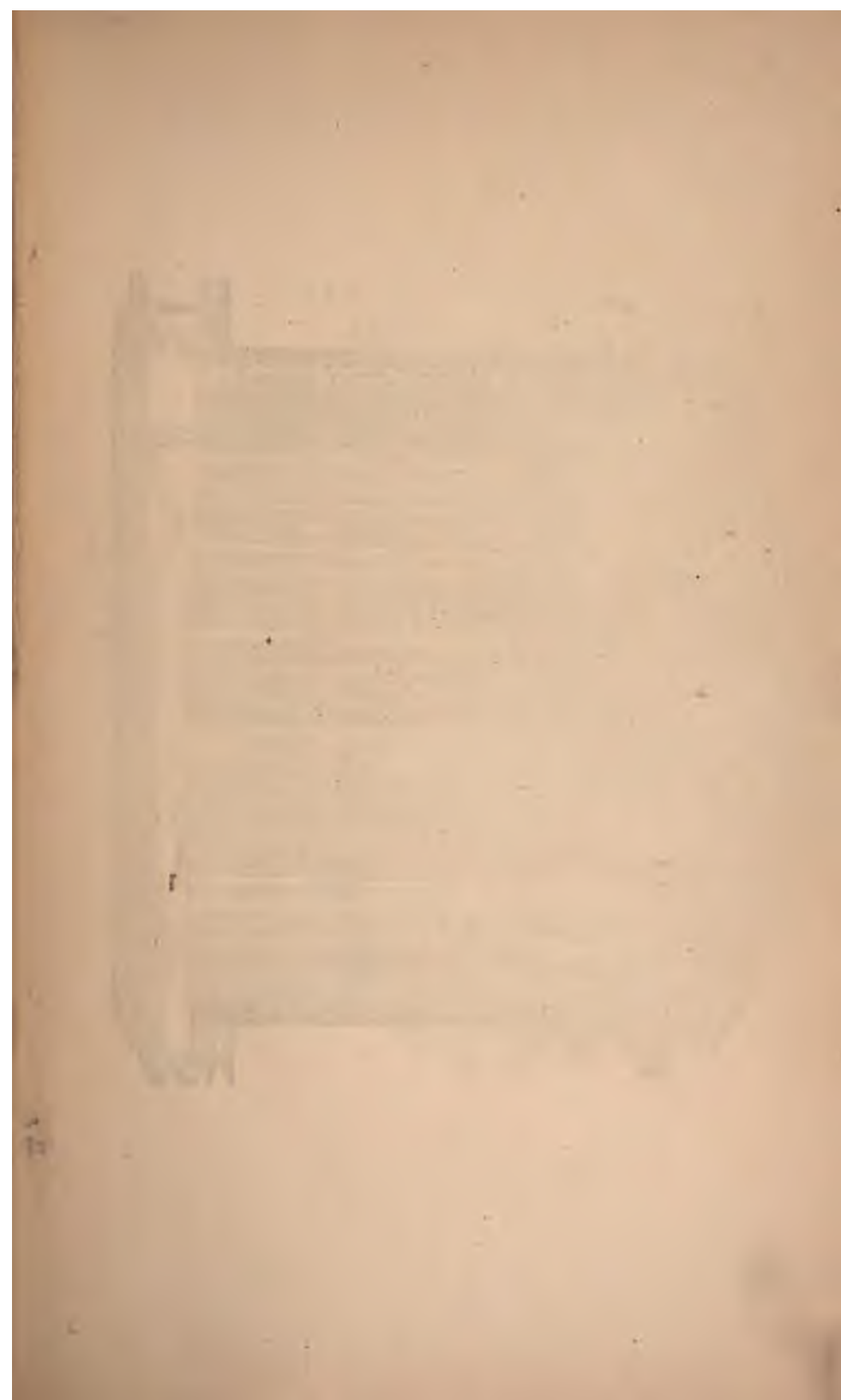
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CENTRAL HIGH SCHOOL.

1985-5

TWENTIETH ANNUAL REPORT

OF THE

BOARD OF DIRECTORS

OF THE

ST. LOUIS PUBLIC SCHOOLS,

FOR THE

YEAR ENDING AUGUST 1, 1874.



ST. LOUIS:

DEMOCRAT LITHO. AND PRINTING CO.

1875.

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BOARD OF PUBLIC SCHOOLS,

FOR 1874-75.

OFFICERS.

PRESIDENT:

FELIX COSTE.....1410 Lasalle Street.

VICE-PRESIDENT:

WILLIAM BRYAN.....1419 Dodier Street.

SECRETARY:

MILTON H. WASH.....1205 Wright Street.

SUPERINTENDENT:

WM. T. HARRIS.....16 Targee Street.

ASSISTANT SUPERINTENDENT:

E. H. LONG.....3209 Sheridan Avenue.

ASSISTANT SUPERINTENDENT:

JOHN C. CHRISTIN.....Broadway, N. W. Cor. Mound Street.

ATTORNEY:

R. E. ROMBAUER.....1226 Hickory Street.

TREASURER:

WM. H. MAURICE.....Office, 211 North Third Street.

BAILIFF:

GEORGE M. FICHTENKAM.....Barsaloux Street, near Sidney.

ARCHITECT:

WM. C. SCHAPER.....1311 Biddle Street.

MEMBERS OF THE BOARD

First Ward.

G. A. BAARE.....Term expires 1877.....Office, Arsenal Saw Mill.
H. M. STARKLOFF..... " " 1875.....Residence, South St. Louis.

Second Ward.

CHAS. F. MEYER.....Term expires 1876.....Residence, 1873 Lafayette Avenue.
HUGO AULER..... " " 1875..... " 1910 S. Thirteenth Street.

Third Ward.

OTTO A. WALL.....Term expires 1877.....Residence, 1713 S. Seventh Street.
MORRIS J. LIPPMAN..... " " 1876..... " 909 Dillon Street.

Fourth Ward.

FELIX COSTE.....Term expires 1876.....Residence, 1410 Laasalle Street.
H. SCHWEICKHARDT.... " " 1877..... " 923 Gratiot Street.

Fifth Ward.

JAS. J. STANTON.....Term expires 1876.....210 Walnut Street.
HARRY W. BEOLASKI... " " 1877.....S. W. Corner Fifth and Walnut

Sixth Ward.

EBER PEACOCK.....Term expires 1875.....Residence, 2043 Clark Avenue.
THOS. RICHESON..... " " 1877..... " 113 S. Sixteenth Street.

Seventh Ward.

WM. C. WILSON.....Term expires 1877.....Residence, 1508 Morgan Street
W. E. KORTKAMP..... " " 1875..... " 2129 Franklin Avenue.

Eighth Ward.

JOSHUA CHEEVER.....Term expires 1877...Residence, 1111 Washington Avenue.
CHAS. P. CARROLL..... " " 1875... " 1313 Christy Avenue

Ninth Ward,

JOHN W. O'CONNELL....Term expires 1876.....Office, 416 Christy Avenue.
MICHAEL LYNCH " " 1877..Residence, 1413 N. Seventeenth Street.

Tenth Ward.

PAUL A. FUSZ.....Term expires 1876.....Residence, 905 Webster Street.
JOHN W. SHOCKEY..... " " 1775..... " 1313 N. Seventh Street.

Eleventh Ward.

WILLIAM BRYAN.....Term expires 1876.....Residence, 1419 Dodier Street.
HENRY BLOCK..... " " 1875..Office, n. e. cor. 4th & Washington Av.

Twelfth Ward.

ARNOLD STROTHOTTE..Term expires 1875.....Residence, 333 Salisbury Street.
THOMAS HAYWARD..... " " 1876..... " 4223 N. Tenth Street.

STANDING COMMITTEES FOR 1874-75.

Teachers' Committee.

MR. AULER,	MR. WILSON,	MR. LIPPMAN,
MR. PEACOCK,	MR. SHOCKEY,	MR. HAYWARD.

Committee on Lands and Claims.

MR. BLOCK,	MR. STARKLOFF,	MR. SCHWEICKHARDT.
MR. BROLASKI,	MR. KORTKAMP,	MR. FUSZ.

Leasing Committee.

MR. CHEEVER,	MR. O'CONNELL,	MR. BAARE,
MR. WALL,	MR. STANTON,	MR. BRYAN.

Building Committee.

MR. MEYER,	MR. BRYAN,	MR. SCHWEICKHARDT.
MR. KORTKAMP,	MR. STANTON.	MR. LYNCH.

Committee on Course of Study, Text-Books and Apparatus.

MR. WALL,	MR. MYER,	MR. CARROLL,
MR. FUSZ,	MR. RICHESON.	MR. HAYWARD.

Auditing Committee.

MR. SCHWEICKHARDT,	MR. BRYAN,	MR. CARROLL.
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Committee on Supplies.

MR. LIPPMAN,	MR. SHOCKEY,	MR. RICHESON.
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Library Committee.

MR. HAYWARD,	MR. STARKLOFF,	MR. PEACOCK,
MR. WALL,	MR. O'CONNELL.	

Janitor's Committee.

MR. BAARE,	MR. LYNCH,	MR. STANTON.
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Committee on Ways and Means.

MR. WILSON,	MR. BLOCK,	MR. BROLASKI.
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Salary Committee.

MR. RICHESON,	MR. FUSZ,	MR. MEYER.
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Committee on Rules and Regulations.

MR. PEACOCK,	MR. CHEEVER,	MR. AULER.
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REPORT OF THE PRESIDENT.

To the People of St. Louis :

In presenting this, the twentieth Annual Report of the Board of President and Directors of the St. Louis Public Schools, I will give a concise review of the condition and prospects of the schools, as shown by the detailed reports of the Superintendent and Secretary, hereto appended.

On reference to the Secretary's report, it will be seen that the receipts and expenditures for the year were, substantially, as follows :

RECEIPTS.

From rents.....	\$ 52,164 53
“ real estate sold.....	5,786 71
“ city school tax.....	623,230 13
“ State school fund.....	74,045 07
	<hr/>
	\$755,226 44

EXPENDITURES.

For teachers' salaries (including Superintendents').....	\$508,926 10
“ janitors’ “	45,070 95
“ officers’ “ (except Superintendents').....	12,681 55
“ supplies (including also fuel and gas).....	42,463 74
“ repairs and furniture.....	69,520 47
“ general expenses (rent accounts, library, interest, taxes, etc.).....	55,308 09
“ real estate and improvements.....	88,831 17
	<hr/>
	\$822,802 07

The excess of current expenditures over receipts, which appears in the above table, has been made up by discounting short loans, maturing in December, at which time the income from taxes will enable the Board to cancel the obligations. A new item appears in the balance sheet for this year. I refer to the sinking fund,

created by setting apart such bills receivable as arise from sales of real estate for the payment of our funded debt. The preamble and resolution, creating this sinking fund, was adopted by the Board on February 10th, 1874, and is as follows:

"Whereas, The Board of Public Schools of St. Louis has been obliged, at different periods, to borrow large amounts of money in order to supply the demand for school-houses and school facilities in our growing city, which loans aggregate to the large amount of \$550,000, for the payment of which the most valuable property of the School Board, including school buildings, has been pledged; and whereas, further, the Board has some time ago inaugurated the policy of selling a sufficient amount of its property held for revenue purposes to meet the extraordinary expense for new school-houses, which sales have to be made on time, and in consequence of which fact the receipts from said sales are spread over a period of years, and the amount maturing at any one time, is insufficient to pay off either of said mortgages; now, therefore, with a view to gradually accumulating a fund out of which the Board will finally be enabled to cancel its bonded obligations without much loss in interest,

"Be it resolved, That the President in conjunction with the Committee on Ways and Means be, and hereby is, instructed to invest all moneys received from the collection of notes, and interest thereon, now held by the Board of Public Schools, and which were obtained from former sales of real estate now pending or hereafter to be made, in bonds of the United States or of the State of Missouri.

"It is to be understood that whenever one thousand dollars or more, collected from the above named sources, shall be in the treasury, the same shall be invested in securities as above stated, and this to continue until such fund shall be sufficient to pay off the whole amount of the above mentioned debt in the manner hereinafter specified. The interest accruing on the bonds thus purchased shall also be used in the purchase of additional bonds until the final object is reached.

"Whenever this fund accumulates sufficient to pay off either of the existing mortgages, or any considerable portion of either, then it shall be the duty of the President to communicate such fact to the Board, in order to enable the same to take such action as may be deemed best at the time for the purpose of diminishing said indebtedness.

"The bonds when purchased shall be deposited with the Treasurer of the Board, who shall give his receipt thereupon to the Secretary of the Board, and said Treasurer shall be liable for the safe keeping of the same, in like manner as he is for other money or valuables deposited with him as such Treasurer."

In accordance with the above provisions the sum of \$13,020 has been invested in Missouri State bonds, and in addition to this, bills receivable to the amount of \$212,645 have been set apart to form this sinking fund. Thus more than \$225,000 is now devoted

to the purposes of canceling our funded debt, and by the time the first loan comes due in 1877, amounting to \$200,000, the Board will have sufficient property in bonds readily convertible to pay the portion of our debt maturing at that time. It is, moreover, to be hoped that, by the practice of strict economy, the loan of \$150,000, due the following year, may be met in like manner. There will then remain only a funded debt of \$200,000, which will mature in 1879.

In order to give a clear idea of the origin of this funded debt, which has accumulated since 1866, I will give here the amount expended by the Board for permanent improvements from year to year for the past ten years :

1865.....	\$20,914 14
1866.....	7,811 30
1867.....	157,573 36
1868.....	154,227 21
1869.....	245,460 38
1870.....	241,256 42
1871.....	241,716 82
1872.....	202,503 00
1873.....	185,950 93
1874.....	158,351 64
Total.....	<hr/> \$1,615,765 20

This shows on the average a sum of \$161,576.52 expended for building sites, new buildings, furniture, and repairs.

The number of pupils enrolled in 1865, was 13,926; enrolled in 1874, 34,273.

To provide for this increase of 20,347 new pupils has necessitated this extra expense, amounting to upwards of a million and a half of dollars. Even if we deduct from this the sum of \$341,254.73, expended for improvements and repairs, most of which were of a permanent character, we still have left \$1,-274,510.47 for the cost of the school accommodations furnished during the past ten years. During the same period the Board has realized less than one-fourth of this sum by the sale of real estate, leaving a balance of over \$900,000 to be paid from the receipts from taxation. It will appear from this that about seventy-five per cent. of the expenditure for building sites and

buildings has been met by the creation of a funded debt. It is further obvious that in order to meet the constantly increased demand for school facilities, the Board must practice the utmost economy if it would avoid one of two unpleasant alternatives; to wit, the increase of the rate of taxation, or the increase of its funded debt and abandonment of the scheme to create a sinking fund. In my own mind I have no doubt of the wisdom of the first mentioned policy of economy. In pursuance of this plan I would cordially endorse the recommendations of my predecessor and urge the importance of fixing such a limit to the expenditure for permanent improvements as will bring the same considerably within the means of the Board. The plan of building temporary one-story structures on lots already owned by the Board or leased for the purpose and situated within one block of large schools already established, meets my hearty approval. A saving of from one-half to two-thirds of the original cost of building and a subsequent saving of more than twenty-five per cent. in the cost of supervision, janitor hire, and ground rent, will be the result. If the expense of additional buildings can be reduced to \$60,000 per annum, including repairs and furniture, the Board can soon make up its deficiencies.

In accordance with an act passed by the General Assembly on the 30th of March, 1872, extending the limits of the city, a large portion of the territory lying in the townships outside the city was placed under the city government as a Thirteenth Ward, and by the provisions of its charter it came also under the jurisdiction of the School Board.

The Board proceeded to take possession of the school property and to organize schools in accordance with its established system. As most of the territory in question belonged to the Congressional Township 45 North, Range 7 East, and this township received the benefit of a school fund of about \$87,000, steps were taken to secure a proper division of this fund with the fractional township remaining. As it was found that under the provisions of a law passed in 1857, distributing the proceeds of the sales of the sixteenth section of Township 45 N., 7 E., for school purposes, the fractional township remaining, however small, would be entitled to the entire fourth part of said proceeds,

it was thought best to resort to the General Assembly and secure a redistribution upon equitable principles.

To make clear this much debated question, it is requisite to give a history of the passage of the original act of 1857.

Under the original Congressional grant, one section of land in each township in Missouri was devoted to educational uses. The proceeds of the sale of this tract, called the "sixteenth section," were to be applied for the support of schools in the township, being distributed *pro rata* to the different school districts on the basis of actual school population between the ages of five and twenty-one years. "Township 45, Range 7 East," contained nearly all of the city of St. Louis, and all of six school districts lying beyond Grand Avenue to the west of it. The sixteenth section of this township was located in the neighborhood of Olive Street and west of Twenty-third Street, including land destined to become very valuable with the growth of the city.

By an act of the General Assembly, passed in 1849, steps were taken to make such lands available in the support of schools. Commissioners were appointed to sell the lands and turn over the proceeds to the County Court, to be kept invested as a permanent fund for the benefit of the children in the township.

The General Assembly passed a further act, approved February 24, 1854, by which it was provided that when the inhabitants of any city, town, or village have had any grant of lands for the use of schools therein by virtue of any law of the United States, such city, town, or village should be excluded from any participation in the sixteenth section fund,—apparently intending by this provision to retain the sixteenth section fund for the sole use of the schools in the outlying township, if this provision alone is to be considered. But in the same section the words immediately follow: "This section shall be so construed as to require that the children of the organized public schools of the city of St. Louis and all other cities, incorporated towns, and villages, shall have their proportionate benefits of the distribution of the funds set apart by this article." This construction, expressly declared in the article itself, shows that the General Assembly intended by this act of 1854 to provide for vesting the portion of the school fund set apart for the benefit of the several outlying school dis-

tricts in the County Court, while the balance of the fund to which the inhabitants of the incorporated towns, cities, or villages, should be entitled, should be turned over to the organized school boards thereof. For it was evident that those organized school boards were the proper custodians of such funds, and that the County Courts should be custodians only in behalf of school districts without organized boards.

It is, furthermore, obvious that any construction of the act of the General Assembly to the effect that the incorporated towns should be debarred from a participation in the proceeds in the sixteenth section fund *pro rata* according to inhabitants, would have been unconstitutional, inasmuch as the trust was accepted by the State of Missouri on the terms of the grant of the United States—and whatever commissioners, or boards, or County Courts were placed in charge of the fund by act of the General Assembly, were only subordinate trustees or agents acting under the State—and hence the entire population of the township was entitled *pro rata* to the entire proceeds.

The city School Board became anxious in regard to the possession of this fund as early as 1855, and took measures to obtain the share belonging to the city, first by bringing suit in the courts, and afterwards consenting, not without some endeavor to get more liberal terms, to an act of the Legislature, passed January 21, 1857, providing for a division of the proceeds of the sales of this section on the basis of three-fourths to be applied within the corporate limits of the city of St. Louis, and the remaining fourth to be applied in that portion of the township not included within the city. In accordance with this division the city ultimately received about \$255,000, and the County Court holds about \$85,000 in trust for the schools in the outlying township.

The city limits had then been recently extended to Grand Avenue and it was not definitely known what the exact ratio of the census of the inhabitants in the city of St. Louis bore to the census of the outlying township.

Had it not been for the civil war, which came on with the next census and distracted attention from all matters of nice equity, it is probable that the law of 1857 would have been amended in 1861,

so as to give the city its equitable share of the fund. By the census of 1860 it was found that the ratio of the population within the city to that of the population of the outlying township was as 37 to 1. According to this, the city was entitled to all of the fund except \$8,947.

It must be borne in mind that there are no modifying circumstances to be taken into consideration which would render it equitable to give the outlying township a greater share than its population entitles it to, even were the express terms of the trust accepted from the United States such as to permit an adjustment so as to take into account previous grants, &c. The outlying township is almost wholly composed of lands held at prices which make them unprofitable for farming lands and which can be paid only for building purposes. The assessed valuation of the lands in that township is very large, and makes the rate of taxation very light to provide sufficient funds to educate the small population it contains, and this large value comes solely from the growth of the city of St. Louis. Thus while the outlying township becomes wealthy by the development of the city, it contributes nothing in the way of taxation to the immense expenditures rendered necessary for the development of a great city. In fact, it shares in the sixteenth section fund and its equitable *pro rata* share of \$8,947 is larger than the entire proceeds of that fund would have been if there had been no city here. The burdens of taxation on city property, which are incident to building a great city in one generation, are something enormous. The suburbs reap wealth without toiling for it. There is therefore no reason why special favor should be shown them in the matter of the distribution of school funds.

And yet for more than fifteen years the outlying township received the benefits of nearly ten times its proper portion of the sixteenth section fund.

The act of 1857 had been well nigh forgotten, and no one had any further thought in regard to its provisions until the act of the Legislature creating a Thirteenth Ward of the park districts, passed March 30, 1872, extended the jurisdiction of the School Board over all the outlying townships, except a small school district containing about 350 school-children. The portion of the

township thus added to the city contained 2,578 children. As has been mentioned, litigation ensued to gain possession of the due proportion of the school fund, and it was found that the small school district remaining outside the city limits, and within the original township was legally entitled to the entire proceeds of the \$85,000. To correct this unjust apportionment, it was found necessary to resort to legislation, and on February 28, 1874, an act was passed by the General Assembly amending the act of 1857 in such a manner as to redistribute the proceeds of the sixteenth section on the basis of a census of the school population residing within the limits of the original township, the same to be taken in April, 1874.

Attention must be called to the fact that the law of February 28, 1874, provides for a redistribution of the proceeds of the sixteenth section as often as the city limits are changed so as to increase or decrease the portion of the original township included within the city limits.

The census taken at the time provided for, showed 181,174 children in that part of the township lying within the city limits, and 2,225 in that portion of the township contained in the former Thirteenth Ward, and 353 in the portion of the township not included in the city limits as extended in March, 1872. The Thirteenth Ward had been set off again to St. Louis township by the repeal of the act of 1872, and now the city School Board found the proposed redistribution contested by the six districts of the township. The mandamus of the Circuit Court of St. Louis County was issued to the County Court, requiring it to carry out the redistribution of the fund, as provided by law. Further resistance to the provisions of the act being in vain, recourse was taken to legislation and a repeal sought.

If the act of 1874, redistributing the fund is repealed, each child within the city will receive as his share of the entire proceeds of the sale of the sixteenth section fund, an equivalent of about twenty cents per annum, while each child in the outlying township will receive about three dollars and thirty cents per annum. If the Thirteenth Ward had remained in the city and the fractional township had received the entire benefit of the \$85,000, each child would have received about twenty-five dollars per annum. It is obvious

that an act so unjust in its provisions as that of 1857 ought to have been amended long ago, and its provisions should have been attacked in the courts by this Board as soon as the census of 1860 had made evident the true basis of division.

As a matter of general interest, I give here the statistics established by the census taken April, 1874:

White male children from 5 to 21, inclusive.....	65,267
“ female “ “	63,696
Colored male “ “	4,463
“ female “ “	4,707
Total	138,133

Of the above number there were:

Attending public schools.....	33,511
“ private “	21,789
Total	55,300

Number of those between 5 and 21 years of age north of township line 45 north, and 7 east, and within the city of St. Louis.....	304
Number south of said line.....	6,655
Number within the city limits and within the limits of said township.....	131,174
Total.....	138,133

The number of each age from 5 to 21, as returned on the schedules by the census takers, is as follows:

Number of children 5 years of age.....	13,027
“ “ 6 “ “	12,635
“ “ 7 “ “	9,312
“ “ 8 “ “	8,712
“ “ 9 “ “	9,310
“ “ 10 “ “	9,940
“ “ 11 “ “	7,596
“ “ 12 “ “	8,007
“ “ 13 “ “	7,918
“ “ 14 “ “	7,799
“ “ 15 “ “	6,977
“ “ 16 “ “	7,333

CENSUS *continued.*

Number of children 17 years of age.....	6,538
“ “ 18 “ “	6,687
“ “ 19 “ “	6,667
“ “ 20 “ “	7,190
“ “ 21 “ “	2,483

On reference to the report of the Superintendent, the enrollment of pupils and the number of teachers may be learned. In the aggregate they are as follows :

Number of teachers—day schools.....	601
“ “ evening schools.....	110
Total.....	711
Number of pupils enrolled—day schools.....	34,273
“ “ “ evening schools.....	5,577
Total.....	39,850

If to this number be added the children enrolled in the Thirteenth Ward during the seven months that the Board had jurisdiction over the schools of that ward—2,373 children—the aggregate is 36,646 children in the day schools, and 42,223 in the day and evening schools.

The immense increase from year to year of the attendance upon the Evening schools is a matter of surprise, but also of gratification. In 1870 the enrollment of pupils amounted to 2,464 ; in 1871, to 3,615 ; in 1872, to 4,137 ; in 1874, to 5,577. The increase for 1871 was 1,151 ; for 1872, 528 ; for 1873, 1,440. The attendance has more than doubled in three years. In proportion to our population, as I have remarked in a former report, our enrollment in the Evening Schools is larger than that of any other city in the country. The entire number of 5,577 enrolled last winter were upwards of 12 years of age. Free membership in the Public School Library for one year is judiciously awarded to those who have been regular and punctual in their attendance.

The O'Fallon Polytechnic Institute affording opportunities for the advanced pupils of the Evening Schools to learn algebra, geometry, line drawing, chemistry, book-keeping, grammar, natural philosophy, and other useful branches, serves as an Evening High School, to which promotions are made from the common

Evening Schools, in which only the rudiments are taught. The number of Evening School pupils seeking this higher instruction has constantly increased.

The practice of awarding free membership in the Public School Library, to meritorious pupils of the Evening Schools, to which I have alluded, seems to have proved a powerful inducement to the laboring classes of the city. The number of pupils who attained the requisite degree of regularity and punctuality to obtain certificates of membership was 981.

In this connection I would offer a few suggestions regarding the Library. That it has grown in nine years from a small beginning—1500 volumes—to a collection of nearly 40,000 volumes, with a membership of more than 5,000, and an annual circulation of nearly 100,000 volumes is a proof that it answers a want of the community. Perhaps its most valuable service is the one mentioned, that of elevating the laboring classes, who are drawn first into our Evening Schools, and afterwards led by it to spend their spare time in reading, instead of dissipation. But its effects are widely felt among the children of the District Schools, and in our corps of teachers. It is important that all pains be taken to exclude from circulation books of an unhealthy influence, and that some system be devised to educate the youth who visit the Library in a knowledge of what to read.

The library question has assumed a new aspect the past year by reason of the passage of the following act by the General Assembly, approved March 27th, 1874:

“The Board of President and Directors of the St. Louis Public Schools, is hereby authorized to appropriate, out of its annual income, for the maintenance of a public library and reading room, with or without branches, which shall be free for purposes of reading and reference, under such rules and regulations as said board may, from time to time, prescribe, such sum as in their discretion may be proper.”

If in the judgment of the Board, the condition of our finances justifies an appropriation to this library annually of a sum sufficient to make the large additions of books needed in its several departments, we may look forward to an era of prosperity and rapid growth in its history. Under the library law

of Illinois and Ohio, free public libraries in Cincinnati and Chicago have grown up, that promise soon to be the largest in the land. Annual appropriations for books alone, amounting to not less than \$17,000, and, in some instances, to double that sum, are increasing those libraries at the rate of over 10,000 volumes per annum. The circulation of the Cincinnati Public Library for the year 1873, amounted to the astonishing number of 239,487 volumes for home reading. We learn that 73 $\frac{4}{5}$ per cent. of these books were "English prose fiction and juveniles," leaving only 26 per cent. of the books to cover history and biography, voyages and travels, science and art, poetry and the drama, and foreign literature. This question of the effect of novel reading upon the community is a very serious one, and demands the most earnest and immediate attention of educators. Our own library, out of a total issue the past year of 106,495 volumes, loaned 51 $\frac{1}{2}$ per cent. of novels and 19 per cent. of juveniles, or 70 $\frac{1}{2}$ per cent. of fiction, to 29 $\frac{1}{2}$ per cent. of scientific, historical and miscellaneous books. While I am far from denying the healthy influence of novels written by men and women of great genius and correct instincts, I confess myself not a little concerned in regard to the bulk of this class of literature. Weak, sentimental, depraved literature, may turn a library into a poisoned fountain, and terrible consequences flow from it into the community.

In connection with the Library I would mention, with approval, the efforts of the Art Society in cultivating the taste of the community, by collecting autotype copies of the works of the great masters, and placing them on permanent exhibition in the reading-room of the Library.

The introduction of drawing into the district schools as one of the regular branches of instruction, has been attended with happy results. The coming year, new impetus will be given to it by its systematic adoption throughout all grades of the day and evening schools. The proud position which our city has achieved as the third manufacturing city in the nation, demands of us close attention to this branch of study as an indispensable preparation for industrial arts and trades.

The publication last year of a complete catalogue of the

pupils who have at any time attended the High School, furnishes an answer to the question: What becomes of the youth who avail themselves of the advantages offered them in the public schools for a higher education? It also exhibits their length of stay in the High School. During the six years previous to 1865, 53 per cent. remained longer than one year; 26 per cent. more than two years; 15 per cent. more than three years; while 13 per cent. graduated. During the succeeding eight years (under Mr. Morgan, as Principal,) 57 per cent. have remained longer than one year; 36 per cent. longer than two years; 28 per cent. longer than three years; and 25 per cent. have graduated. About 2,300 pupils have been connected with the High School, omitting those who have more recently attended the Branch High Schools. Of the girls 336 have been engaged, more or less time, as teachers since their graduation. Of the boys about 500 are classified under 75 different occupations. A large majority of those reaching our High Schools fill positions of responsibility and trust in after life.

Three years ago I recommended in my report the establishment of one or more Kindergartens, with a view to learn what modifications might be of advantage in the methods of instruction in the primary grades. Through the offer of an enthusiastic advocate of this system—Miss Susie E. Blow—to undertake gratuitously the management of a school of this sort and the instruction of teachers, a very successful school has been inaugurated, and at least two others will be opened the coming year in the northern part of the city. If the tuition can be made as cheap in these schools as in other primary schools, I have no doubt that their value to the community will warrant the Board in extending them into every district.

The Normal School continues to exhibit gratifying progress. Its accommodations have been enlarged, and there is now a probability that the graduating classes will be so large that the entire wants of the schools may be supplied without resort to examinations of applicants from abroad. The efforts of Mr. Soldan, the principal to raise the standard of scholarship of this school, meet the cordial approbation of the Board.

In conclusion, I commend to the public the accompanying

report of the Superintendent, together with the reports of the Assistant Superintendent of the German Department, of the principals of the Normal and High Schools, as containing a full exhibit of our system in all its details, and would here, in behalf of the Board, tender an acknowledgment of their earnest labors, to the officers of the Board and to the corps of teachers.

FELIX COSTE,
President.

A N N U A L

REPORT OF THE SUPERINTENDENT.

OFFICE SUPERINTENDENT PUBLIC SCHOOLS, }
ST. LOUIS, August 1, 1874. }

*To the Board of President and Directors
of the St. Louis Public Schools :*

GENTLEMEN,—I herewith submit the Twentieth Annual Report of the schools under your charge.

In the following general summaries and exhibits of comparative statistics, the results of the past year are brought together for convenient reference and general survey. They are condensed from full tables printed in the Appendix.

GENERAL STATISTICS.

Population of the City.

Population of the city. October 1, 1874, (estimated).....	428,000
Number of children from 5 to 21 years of age (drawing State money).....	144,131
Number from 6 to 16 years of age.....	98,207

The school census taken in April, showed :

Population, 5 to 21 years, inclusive.....	138,133
6 to 16, inclusive.....	95,539

School Houses.

Number of school houses.....	54	
" owned by the Board.....	51	
" rented " "	3	
" heated with stoves.....	21	
" " " furnaces or steam.....	33	
" of school rooms.....	504	
Estimated value of school lots.....		\$715,736 00
" " buildings and furniture.....		1,670,884 44
Total value of property for school purposes.....		\$2,386,620 44

Comparative Table for Nine Years.

	1866	1867	1868	1869	1870	1871	1872	1873	1874
No. houses	23	30	35	40	48	52	58	67	54
" seats..	9,916	11,055	13,510	18,000	20,105	23,222	25,750	27,785	28,530

The decrease in number of schools is owing to the fact that the Thirteenth Ward, with its eleven schools, was set off from the city by act of Legislature, March, 1874.

Schools and Teachers.

Normal.....	1
High and Branches.....	6
District.....	44
Colored.....	6
Evening....	21
<hr/>	
Total number of schools.....	78
Total number of teachers in day and evening schools.....	711
Average number of teachers in day schools.....	601
Males.....	52
Females.....	549
Principals.....	53
Assistants.....	543
Music Teachers.....	5
Number in Normal.....	11
Number in High and Branches.....	37
Number in District schools.....	529
Number in Colored schools.....	24
Number in Evening schools.....	110

Comparative Table for twelve Years.

	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874
Number of teachers.....	111	162	184	204	220	272	344	424	487	534	613	601
Annual increase.....	35	51	22	20	16	52	72	80	63	47	79	....
Number from Normal school.....	22	11	18	25	18	32	29	30	34	34	33	48
No. applicants exam'd who / Eng. ....	....	....	....	....	....	134	109	179	195	146	182	122
were not f'm Norm. school. / Ger. ....	....	....	....	....	....	....	48	36	35	62	41	....
No. who rec'd appointm'ts / Eng. ....	....	....	....	....	....	38	44	61	76	31	15	20
/ Ger. ....	....	....	....	....	....	....	20	13	11	23	8	....

Enrollment and Attendance.*(See Table II. Appendix, page clli).*

Day Schools.....	34,273
Normal School—girls, 220.....	220
High School—boys, 120; girls, 188; total.....	308
Branch High Schools—boys, 232; girls, 350; total.....	612
District Schools—boys, 15,671; girls, 15,735; total.....	31,406
Colored Schools—boys, 802; girls, 925; total.....	1,727
Evening Schools—boys, 4,867; girls, 710; total.....	5,577
Total number enrolled, day and evening schools.....	39,850
 Whole number of school days.....	 200
Number of pupils who attended 200 days.....	918
“ “ “ 180 to 200 days.....	11,573
“ “ “ 160 to 180 “.....	4,418
“ “ “ 140 to 160 “.....	2,882
“ “ “ 120 to 140 “.....	2,119
“ “ “ 100 to 120 “.....	1,884
“ “ “ 80 to 100 “.....	1,996
“ “ “ 60 to 80 “.....	1,841
“ “ “ 40 to 60 “.....	2,173
“ “ “ 20 to 40 “.....	2,003
“ “ “ less than 20 “.....	2,442
“ “ not absent during their enrollment....	1,495
“ “ “ tardy “.....	24,553
“ cases of tardiness.....	25,029
“ “ re-admittance.....	11,976

Per cent. of Entire Number Enrolled.

PUPILS ATTENDING.	1860-61	1861-62	1862-63	1863-64	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74
200 days.....	...	1	...	1	2	2	2	3	2	2	2	2	2	3
180-200.....	19	21	...	20	23	25	24	29	32	30	33	35	26	34
160-180.....	18	10	...	12	12	13	18	13	14	14	13	12	13	13
140-160.....	10	9	...	10	9	8	10	9	9	9	8	9	9	8
120-140.....	8	7	...	8	7	8	7	6	7	7	6	7	6	6
100-120.....	8	6	...	7	6	7	6	6	6	6	6	5	6	6
80-100.....	6	9	...	8	6	7	6	6	6	7	6	5	7	6
60-80.....	7	8	...	8	7	7	6	6	6	6	6	6	6	5
40-60.....	7	13	...	9	9	8	7	7	7	7	7	7	8	6
20-40.....	8	9	...	8	9	7	8	7	6	6	6	6	8	6
1-20.....	9	7	...	9	10	8	6	7	6	6	6	7	8	7
Total.....	100	100	...	100	100	100	100	100	100	100	100	100	100	100
Not absent.....	8	9	...	5	5	6	7	8	6	4	5	7	3	4
Not tardy.....	46	48	...	50	50	55	57	58	56	52	62	62	61	72
Cases of tardiness..	182	224	265	205	200	140	119	116	120	118	97	90	80	73

The above tables show a considerable improvement in attendance over the previous year, which was noted for the prevalence of epidemic diseases. The continued decrease of tardiness is a matter of surprise. For several years St. Louis has been able to boast of her success in securing punctuality. The number of tardy pupils seems to decrease by about ten per cent. per year. In 1859 each pupil averaged nearly three cases per year; the past year the average is less than three cases to four pupils.

Ages of Pupils.

(See Table III. Appendix, page cliv).

Number of Pupils 7 years of age and under.....	9,956
“ “ 8 “ “	4,175
“ “ 9 “ “	3,733
“ “ 10 “ “	3,461
“ “ 11 “ “	3,190
“ “ 12 “ “	3,247
“ “ 13 “ “	2,524
“ “ 14 “ “	1,784
“ “ 15 “ “	980
“ “ 16 “ “ and over.....	1,223
Average age	10

Percentage on Entire Number Enrolled.

AGE OF PUPILS.	1863-64	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74
6 years and under.....	15	15	12	6	4	5	6	7	8	9	9
7 "	15	15	14	16	16	16	16	16	17	19	20
8 "	12	13	14	15	14	13	14	13	12	12	12
9 "	11	11	12	13	13	13	13	12	12	11	11
10 "	11	11	12	13	12	12	12	12	12	11	10
11 "	9	9	10	10	11	11	10	11	10	10	9
12 "	9	9	9	9	10	10	9	9	9	9	9
13 "	7	6	6	7	8	8	8	8	7	7	8
14 "	5	5	5	5	5	5	5	5	6	5	5
15 "	3	3	3	3	3	3	3	3	3	3	3
16 " and over.....	3	3	3	3	4	4	4	4	4	4	4
Total	100	100	100	100	100	100	100	100	100	100	100
Under 10 years.....	53	54	52	50	47	47	49	48	48	51	52
Over 10 "	47	46	48	50	53	53	51	52	52	49	48

The continued increase of the ratio of pupils under ten years is due to a policy that has prevailed for some years of admitting children at six years and occasionally at even an earlier age, in order to bring under the influences of careful training, those children who would otherwise grow up on the street. In this way, it is hoped, we may lessen the number of rough ungovernable children that cannot be managed in school if they come in at the ages of eight or nine years.

Later in this report I shall speak of the advantages of the Kindergarten in a school system.

Occupation of Parents.

(Table IV. Appendix, page clvi.)

Children of Agents.....	926
" " Artists.....	177
" " Boarding-house Keepers and Victualers.....	477
" " Boatmen.....	690
" " Butchers.....	538
" " Clerks.....	1,354
" " Confectioners.....	286
" " Draymen and Teamsters.....	1,390
" " Farmers and Gardeners.....	768
" " Day Laborers.....	4,700
" " Laundresses.....	1,283

OCCUPATION OF PARENTS (*continued*).

Children of Manufacturers.....	2,635
“ “ Mechanics	7,856
“ “ Merchants	4,003
“ “ Professionals.....	1,220
“ “ Public Officers	829
“ “ Saloon-keepers.....	843
“ “ Seamstresses.....	975
Unclassified.....	8,323

Per cent. of the whole Number Enrolled.

OCCUPATION OF PARENTS.	1863-64	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74
Agents.....	2.1	1.5	2.	2.	2.5	2.5	2.7	2.6	2.5	2.	2.7
Artists.....	.8	.7	.7	5.4	.7	.6	.5	.5	.4	.4	.5
Boarding-house Keepers and Victual- ers.....						2.1	1.3	2.	2.2	1.2	1.4
Boatmen.....	5.7	5.6	6.2	5.	4.2	3.8	3.2	3.	2.6	2.5	2.
Butchers.....	1.7	1.4	1.5	2.	1.5	1.8	1.4	1.4	1.6	2.	1.6
Clerks.....	3.3	3.3	4.1	3.7	3.8	3.8	3.1	3.3	3.7	3.7	3.9
Draymen and Teamsters.....	2.7	2.4	2.7	4.	3.3	3.4	4.	3.6	3.6	3.7	4.1
Farmers and Gardeners.....	2.3	2.3	2.5	2.1	1.8	2.	2.	2.3	2.2	3.1	.2
Laborers.....	9.7	9.	10.4	11.2	11.9	12.4	14.	13.3	12.4	12.4	13.7
Laundresses.....	2.2	2.	2.4	2.7	3.1	2.8	2.8	3.2	3.5	3.5	3.7
Manufacturers.....	4.8	5.1	5.3	6.4	6.2	6.9	8.4	6.5	7.3	8.4	7.7
Mechanics.....	23.3	26.3	24.2	24.1	23.7	22.4	22.	22.5	23.9	22.4	23.
Merchants.....	11.4	11.1	12.6	12.4	12.3	11.4	12.4	12.5	11.	12.9	12.5
Professionals.....	3.5	3.2	4.1	4.	3.3	3.8	3.5	3.4	3.5	3.6	3.6
Public Officers.....	5.1	5.1	4.	3.2	3.5	2.6	2.7	2.6	2.6	2.6	2.4
Saloon Keepers.....	1.7	1.7	1.8	2.	1.9	2.1	2.1	2.	2.2	2.4	2.5
Seamstresses.....	3.1	3.1	3.	3.1	3.1	3.	2.7	2.6	2.7	3.7	2.8
Unclassified.....	16.6	16.2	12.5	6.7	13.2	12.6	11.2	12.7	12.1	9.5	9.7
	100	100	100	100	100	100	100	100	100	100	100

Birth Places.*(Table V. Appendix, page clviii.).*

Children born in St. Louis.....	22,986
“ “ “ Missouri, outside of St. Louis.....	2,300
“ “ elsewhere in the United States.....	6,649
“ “ in foreign countries	2,076

Per cent. of Total Number Enrolled.

PUPILS, WHERE BORN.	1863-64	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74
St. Louis.....	55	55	59	60	61	63	65	65	66	68	68
Missouri, outside St. Louis.....	7	8	8	9	8	7	8	8	7	7	7
Eastern States.....	2	2	2	2	1	1	1	1	..	1	1
Middle States.....	8	7	6	5	5	4	4	4	4	3	4
Southern States.....	3	4	2	3	3	4	3	4	4	3	3
Western States and Territories.	16	15	15	15	15	15	13	12	11	12	11
British America.....	1	1	1	1	..	..	..	..	..	..	..
Great Britain.....	2	2	2	1	1	1	1	1	2	2	1
Ireland.....	1	1	1	1	1	1	1	1	1	1	1
German States.....	3	3	2	2	3	2	2	3	2	2	3
Other places.....	2	2	2	1	2	2	2	1	2	1	1
Total.....	100	100	100	100	100	100	100	100	100	100	100
Per ct. born in United States...	91	91	92	94	93	94	94	94	93	94	94
“ “ foreign countries.	9	9	8	6	7	6	6	6	7	6	6

Classification by Grades of Advancement in Studies.

(Number belonging at close of each Quarter.)

SCHOOLS.	1872-73.				1873-74.			
	1st Quart'r	2d Quart'r	3d Quart'r	4th Quart'r	1st Quart'r	2d Quart'r	3d Quart'r	4th Quart'r
NORMAL SCHOOL.								
Senior Class.	20	20	21	21	28	26	23	22
Middle "	18	17	17	16	29	29	39	38
Junior "	25	22	37	34	44	42	39	36
Fourth "	47	48	57	55	83	80	69	63
Total	110	107	132	126	184	177	170	159
HIGH SCHOOL.								
Senior Class.	60	58	57	56	61	59	55	58
Third "	78	76	70	68	57	58	69	63
Second "	99	90	85	108	170	182	180	170
Junior "	402	469	409	349	333	369	432	338
Total	639	693	621	581	621	668	736	639
DISTRICT SCHOOLS.								
No. pupils in 7th year of course...	597	584	587	496	674	605	694	686
" " 6th " "	831	865	924	975	1,019	1,007	1,049	1,115
" " 5th " "	1,323	1,424	1,552	1,583	1,484	1,788	1,834	1,875
" " 4th " "	2,250	2,389	2,660	2,691	2,731	2,902	3,039	2,792
" " 3d " "	3,619	3,887	4,220	3,829	3,781	4,328	3,900	3,403
" " 2d " "	3,386	3,776	3,633	3,876	3,631	4,071	4,318	3,768
" " 1st " "	7,384	6,842	7,427	7,141	9,731	8,278	8,244	7,965
Total	19,390	19,827	21,003	20,591	23,241	22,974	23,968	21,294
COLORED SCHOOLS.								
No. pupils in 7th year of course...	.....	.....	10	12	16	13	9	9
" " 6th " "	17	26	.....	.....	.....	.....	23	26
" " 5th " "	82	17	43	15	31	28	6	9
" " 4th " "	77	125	106	100	87	112	107	90
" " 3d " "	131	200	222	174	153	220	187	141
" " 2d " "	203	152	147	200	220	159	188	179
" " 1st " "	320	309	289	357	563	460	423	417
Total	760	829	823	858	1,070	1,002	961	871
Grand Total	30,919	31,456	32,579	32,156	35,116	34,831	34,825	32,953

The following table shows the per cent. of pupils belonging to the respective grades of classification at the close of each quarter for the past four years :

(Per cent. of Total Number belonging at close of quarter.)

	Normal.	High.	DISTRICT SCHOOLS.						
			7th year.	6th year.	5th year.	4th year.	3d year.	2d year.	1st year.
1st quarter, 1870-71.....	.58	2.51	2.62	4.20	5.38	11.15	19.22	22.34	32
2d " " .....	.52	2.33	2.55	4.27	6.65	11.70	21.41	24.06	27.51
3d " " .....	.51	2.15	2.26	4.58	7.20	11.55	20.89	19.97	30.89
4th " " .....	.56	2.23	2.46	5.18	7.23	11.55	21.09	21.26	28.44
Average for year.....	.54	2.31	2.47	4.56	6.61	11.49	20.65	21.66	29.71
1st quarter, 1871-72 .....	.38	2.80	2.73	3.60	5.21	11.11	17.51	19.11	37.31
2d " " .....	.37	2.66	2.63	3.67	6.88	13.33	20.18	18.99	33.29
3d " " .....	.39	2.51	2.65	4.28	7.69	11.35	21.19	18.10	31.88
4th " " .....	.42	2.44	2.57	4.83	7.54	11.99	21.02	18.42	30.79
Average for year.....	.39	2.60	2.65	4.10	6.83	11.45	19.98	18.66	33.32
1st quarter, 1872-73.....	.53	3.05	2.85	4.05	6.48	11.12	17.99	17.16	36.83
2d " " .....	.50	3.23	2.72	4.15	6.99	11.72	19.05	18.31	33.33
3d " " .....	.58	2.75	2.68	4.05	7.07	12.26	19.68	16.75	34.18
4th " " .....	.57	2.62	2.29	4.40	7.21	12.60	18.07	18.40	33.84
Average for year.....	.55	2.91	2.64	4.14	6.94	11.93	18.68	17.66	34.55
1st quarter, 1873-74.....	.74	2.48	2.75	4.06	6.04	11.18	15.67	16.09	40.99
2d " " .....	.71	2.69	2.49	4.06	7.31	12.14	18.37	17.04	35.19
3d " " .....	.69	2.97	2.83	4.36	7.41	12.63	16.47	17.73	34.91
4th " " .....	.69	2.74	3.03	4.93	7.34	12.55	15.44	17.20	36.08
Average for year.....	.71	2.72	2.78	4.35	7.02	12.13	16.49	17.01	36.79

In my last two reports I have taken up considerable space in the discussion of questions of grading and classification. Certain criticisms that have been made on the system therein recommended will be noticed later in this report under the head of "District Schools," and detailed explanation there given in respect to the practical working of the system in schools and school-systems of all sizes.

German-English Instruction.*(Table VIII. Appendix, page clxiv.)*

YEARS.	No. Schools having German-English classes.	No. of Teachers.	Average No. of Pupils belonging.		
			German American.	Anglo-American.	Total.
1864-65	5	5	....	....	450
1865-66	7	8	....	....	710
1866-67	9	10	....	....	1,446
1867-68	14	17	1,887	589	2,476
1868-69	19	25	3,461	379	3,840
1869-70	32	38	5,709	504	6,213
1870-71	37	46	6,951	1,114	8,071
1871-72	41	53	8,702	1,544	10,246
1872-73	41	59	8,865	3,190	12,055
1873-74	44	67	10,668	5,128	15,796

In the above table will be noted a great increase of Anglo-American pupils in the classes that study German. Formerly a rule prevented pupils that could not already speak German from taking it up until considerably advanced in other branches. Last year the Board repealed this rule and allowed all pupils to commence German even in the lowest grade of the course of study. Finding that this plan has worked to the injury of all parties concerned, the Board have quite recently modified the rule so as to prevent Anglo-Americans from taking up German in any grade above the two lowest, unless they are able to pass examination on all the work of the grades below. This rule was found necessary for the reason that so many classes developed as to require additional teachers and too many recitations in each room, and, as a consequence, produced great confusion. Besides this, it was found that Anglo-American pupils were apt to be inconstant—commencing the study of German for the sake of novelty and giving it up as soon as it was found necessary to study hard in order to learn it. On the other hand, it has been found that Anglo-American pupils who begin the study of German with the lowest grade and take all the oral lessons—conversing regarding the various objects in the room, or the objects in Strübing's pictures—do quite well with the German classes. Some of them

have progressed through three years of the course of study, and seem to be able to go on indefinitely with the German classes.

Enrollment, Attendance, and Cost of Instruction.

(Table VI, Appendix, page clx.)

YEAR.	WHOLE NUMBER ENROLLED.			Average No. Belonging.	Average Attendance.	Per cent. of Attendance.	Per cent. of Attendance on Total No. Enrolled.	Average No. of Teachers.	Av. No. of Pupils belonging to each English Teacher.	Average Cost of Tuition per Scholar.	Average Cost of Incidentals.	Total Cost per Scholar.	Average Amount of Teachers' Salaries.
	Boys.	Girls.	Total.										
1871-72...	16 825	17 448	34 273	24 731	23 105	93	67	601	47	\$18.80	\$2.71	\$21.51	\$773.43
1872-73...	16 895	17 033	33 928	24 002	21 113	92	62	613	38	19.74	2.18	21.92	740.65
1873-74...	15 085	15 269	30 354	22 010	20 479	93	67	534	46	18.53	2.38	20.92	763.88
1874-75...	13 688	13 899	27 587	19 884	18 428	93	67	487	46	18.33	2.49	20.82	743.51
1875-76...	12 175	12 122	24 297	17 670	16 277	92	67	411	48	16.85	2.05	18.90	704.98
1876-77...	10 757	10 429	21 186	15 282	14 218	93	67	340	49	15.86	2.01	17.87	711.84
1877-78...	9 246	9 214	18 460	12 281	11 848	93	64	278	46	15.51	2.13	17.64	713.00
1878-79...	7 829	7 461	15 290	10 754	10 029	93	66	200	47	14.85	1.99	16.84	725.77
1879-80...	7 256	7 300	14 556	9 592	8 846	91	61	204	47	13.15	3.98	19.13	719.77
1880-81...	6 160	6 966	13 926	9 000	8 121	90	58	184	48	13.31	3.86	17.17	657.04
1881-82...	6 139	6 210	12 349	7 715	7 058	91	57	162	48	11.17	2.49	13.66	532.35
1882-83...	4 116	3 989	8 105	5 272	4 752	91	58	111	50	.....	.....	11.19	465.65
1883-84...	2 909	2 878	5 787	3 654	3 364	93	58	79	48	12.59	1.40	14.00	605.64
1884-85...	6 347	5 819	12 166	8 008	7 407	92	61	167	49	9.65	1.83	11.48	409.52
1885-86...	5 335	5 409	10 744	7 040	6 422	91	56	158	45	12.16	2.35	14.57	583.20
1886-87...	5 312	4 769	10 081	6 253	5 709	92	57	140	45	13.29	3.87	17.16	583.51
1887-88...	5 058	4 711	9 769	5 814	5 361	92	53	123	47	11.65	2.95	14.60	550.75

The tuition for the past year is nearly one dollar per pupil less than the previous year. This is owing to the fact that in the scholastic year 1871-72 the small pox prevailed so generally as to reduce the attendance upon our schools to less than 40 pupils per teacher, while the previous year it had been 46 per teacher. The past year the average number belonging to each teacher was 47. It is confidently expected that this average number will increase from year to year until it reaches the number of 56, or thereabouts. A rule adopted by the Board fixes the quota of teachers in a school by the number of pupils belonging. In the primary grades, 60 pupils make the quota to each teacher; in the grammar grades, 48 is the quota. In suburban districts, where numbers are small, and classification is imperfect, it is not possible

to conform to this rule. But this difficulty grows less from year to year.

The tuition, based on the whole number enrolled—and each pupil enrolled attended, on an average, 134 days—is \$12.60 for each pupil, counting, in this average, Normal School, High School and District Schools.

THE NORMAL SCHOOL.

The Normal School continues to increase in numbers, averaging the past year upwards of fifty pupils more than the year before. The story of its prosperity, together with the principles by which its methods of instruction and management are governed, is so well told in the report of the Principal that I have nothing to add. For the information of many inquirers, I print here a set of questions that has been used for the examination of applicants for admission to the fourth or lowest class of this school.

History.

1. Name four nations that made settlements in the United States, and name the part settled by each.
2. State what you know about the French and Indian war, and consider especially the following topics : Cause of it ; time ; battles ; prominent leaders ; results.
3. What three forms of government existed among the American colonies ?
4. Name the American colonies that existed at the outbreak of the American Revolution.
5. (a) What was the stamp act ?
(b) On what ground did the colonies declare it unjust ?
6. What was the Declaration of Independence, and by whom made ?
7. (a) What foreign nation assisted America in the war of the Revolution.
(b) To whose efforts was its aid chiefly due ?
8. Name the first and last battle of the Revolution, giving location, date and result.

9. (a) How long do members of the House of Representatives hold their offices?

(b) Of the Senate?

10. How can a bill which has passed the House of Representatives and Senate become a law without the President's sanction?

Algebra.

- I. (a) Define monomial.
(b) Define residual quantity.
(c) Upon what does the degree of a term depend?
(d) Example.
(e) Define similar quantity.
- II. Add together $2a^2 + 5ab - xy$, $-7a^2 + 3ab - 3xy$, $-3a^2 - 7ab + 5xy$, $-ab + 9a^2 - 2xy$.
- III. From $x^3 - 11xyz + 3a$, take $-6xyz + 7 - 2a - 5xyz$.
- IV. Multiply $-5x^2y$ by $-5xy^2$.
- V. Divide $(x-y)^3(m-n)^2$ by $(x-y)^2(m-n)^2$.
- VI. Prove that $x^0 = 1$.
- VII. Into how many binomial factors may a trinomial be separated whose extremes are squares and positive, and whose middle term is equal to twice the product of the square roots of the extremes?
- VIII. Clear the following equation of fractions :

$$\frac{x+1}{x-3} + \frac{3-c}{a-b} = a$$
- IX. A said to B, "Give me 100 dollars, and then I shall have as much as you." B said to A, "Give me 100 dollars and then I shall have twice as much as you." How many dollars had each?
- X. Raise $m+n$ to the seventh power.

Grammar.

- I. (a) What is the plural of *court-martial*?
(b) What is the possessive singular of *lady*?
(c) What is the possessive plural of *man*?
(d) Write a verb in the passive voice, potential mood, perfect tense.
(e) Write a verb in the active indicative future perfect.

- II. In the following sentences change verbs of active voice to passive, and of passive to active.
- (a) "He holds him with his glittering eye."
 - (b) Marble is dug in the Roman Forum.
 - (c) How have they lost their freedom?
- III. Write all the *verbs* in the above sentences, *as given*, writing after each its principal parts, also its voice, mode, tense, number, and person.
- IV. (a) Give the list of compound relative pronouns.
- (b) Explain the distinction in the use of the simple relatives.
- V. (a) Write a sentence having for its subject an infinitive.
- (b) Write a sentence having for its subject a collective noun limited by a numerical adjective.
- (c) Write a sentence containing a proper noun in the objective case.
- VI. "It is the duty of education to employ all these capacities of good for purposes of human beneficence."
- (a) What is the simple predicate in the above sentence?
 - (b) What is the complex subject?
- VII. "Nothing *useless* is or low;
Each *thing* in its place is best;
And *what* seems but idle show
Strengthens and *supports* the rest."
- Parse italicised words.

Arithmetic.

- I. Divide forty-eight millions six hundred and fifty-four thousand nine hundred and one by fifty-four thousand and one.
- II. (a) What factors must the L. C. M. of several numbers contain?
- (b) Find the G. C. D. of 292, 1022, 1095.
- III. (a) When are numbers prime to each other?
- (b) Write two composite numbers that are prime to each other.

- IV. (a) What effect upon the fraction $\frac{2}{3}$ to multiply the denominator by 3? Explain.
 (b) What effect to add 3 to numerator? Explain.
- V. Reduce $\frac{\frac{5}{8} \text{ of } \frac{3}{7}}{(6\frac{1}{8} - 5\frac{4}{15})}$ to its simplest form.
- VI. (a) If I buy by avoirdupois weight and sell at the same price per pound by apothecaries' weight, shall I gain or lose? Why?
 (b) Compare 6 feet square with 4 square feet.
- VII. A cellar wall $30\frac{1}{2}$ feet by 24 feet, is 9 feet high and $1\frac{1}{2}$ feet thick. How much did it cost at \$1.10 a perch.
- VIII. From the sum of 1.0015 and $1\frac{1}{2}$ thousandths subtract $290\frac{1}{2}$ ten-thousandths; multiply the remainder by 7.08, and divide the product by 6 millionths.
- IX. Find the interest on \$105.68, from Feb. 22, 1839, to Aug. 10, 1840, at 5 per cent.
- X. A farmer raises 750 bushels of wheat, at an expense of \$675; how must he sell it per bushel in order to make 18 per cent.?

Geography.

1. (a) What line is usually chosen for the division of the Eastern and Western Hemisphere?
 (b) Why?
2. (a) What is the length of the greatest circumference of the earth?
 (b) Of the greatest diameter? (c) Difference between the polar and the equatorial diameters? (d) How many geographical and how many English miles in each degree of a great circle?
3. Through what bodies of water must a ship pass from Boston to Odessa?
4. (a) Name the political divisions that bound Michigan.
 (b) Name the natural divisions that bound Michigan.
5. Name the capitals of the following States:
 (a) Kansas.

- (b) Nevada.
 - (c) South Carolina.
 - (d) Iowa.
 - (e) Georgia.
6. What are the principal productions of—
- (a) New Hampshire?
 - (b) New Jersey?
 - (c) Virginia?
 - (d) Louisiana?
7. (a) What is the latitude and longitude of St. Louis?
- (b) Of New York?
 - (c) What is the latitude of New Orleans?
 - (d) Of Chicago?
8. (a) What is the area of Pennsylvania?
- (b) Which other State has about the same area?
9. State what each of the following places is noted for, and in what country it is?
- a) Chatham.
 - (b) Bradford.
 - (c) Limerick.
 - (d) Rouen.
 - (e) Palos.
 - (f) Cologne.
10. Draw on the other side of this paper, from memory, an outline map of the North American continent, showing the position of the St. Lawrence, Mississippi and Missouri Rivers. (Use pen and ink; do not hand in your paper before it is perfectly dry.)

Report of the Principal.

W. T. HARRIS, Esq., *Superintendent of Public Schools.*

Sir,—While the record of the Normal School shows a large increase in our number of pupils, I regret to say that the corps of teachers had to sustain a heavy loss in the resignation of one of its members. Mrs. Mary J. Saxton tendered her resignation in September, 1874, after having been connected with the school,

as teacher, for more than two years. In her the school has lost an earnest and very efficient teacher. Miss Caroline S. Ritchie, a graduate of Framingham, Mass., well known as a teacher of marked ability, was appointed to the school at the beginning of the scholastic year.

The number of pupils enrolled during the past year is—

	Sept., '73, to Jan., '74.	Jan., '74.	Average at end of year.
Senior Class.....	29	23	20 1-12
Middle Class.....	30	42	18 8-12
Junior Class.....	47	48	18 3-12
Fourth Class	89	79	17 11-12
	195	192	Aver. 18 3-12

The total number enrolled during the whole year is 220.

The number of pupils who graduated this term is larger than that of any previous year. The Normal School is approaching the aim for which it was established: to furnish a sufficient supply of teachers to the city. So far the school has not been large enough to send out more than about half the number needed by our rapidly growing school system. The following are the names of last year's graduates:

JANUARY, 1874.

Sarah V. Batchelor,
Mary Boemler,
Lillian E. Callaway,
Hilda C. Clements,
Hannah B. Crane,
Ellen A. Dean,
Kate Doyle,
Cora A. English,
Aggie R. Farrell,
Julia C. Fife,
Katie H. Haus,
Mary N. Hill,
Laura Hinchman.

Laura Hinsch,
Jennie M. A. Jones.
Ella C. Kelly,
Rosalie Lafranchi,
Jennie Largue,
Julia F. Lynch,
Nellie G. Lynch,
Mollie E. Mitchell.
Ida B. Nixon,
Maggie J. Rosborough,
Nannie A. Ryan,
Blanche Watkins,
Maggie Whelan.

JUNE, 1874.

Mary E. Alexander,
 Leocadia H. Bangs,
 Anna M. Bumann,
 Carrie C. Bumann,
 Julia E. Byrne,
 Marcella M. Cannan,
 Cora E. Collins,
 Rachel M. Conklin,
 Emily L. Cuolahan,
 Maggie E. Ellison,
 Emma C. Fish,

Marie E. Foley,
 Mary E. Hewitt,
 Jennie W. Hunt,
 Minnie L. Johnson,
 Alice M. Lowry,
 Emma C. Meyer,
 Anna E. Pinckard,
 Flora E. Richardson,
 Bertha E. Schumacher,
 Jennie F. Shumate,
 Annie O. Whipple.

Number of applicants for admission.

The number of applicants for admission during the past year has exceeded that of any previous year. Although the test of the qualification of applicants was made more difficult, and the required per cent. for admission higher than at former examinations, a large number of candidates passed the examination and gained admission. The foresight of the Board of Directors had provided for an expected increase in number by changing almost entirely the plan of the floor occupied by the Normal School, thus enlarging the accommodations offered, and utilizing every available space. By this change the number of recitation rooms was increased from four to seven, and the hall considerably enlarged. How necessary this change was will appear from the fact that the average number of pupils attending the Normal School in the year 1871 to 1872 was 79, while the corresponding number for the past year is 162. Even with our increased number of rooms the school remains crowded. The following table gives evidence of the increasing number of applicants for admission, and shows that the examination per cent. required for admission may be raised still more without decreasing the number of pupils more than desirable :

TABLE I.
Showing the number of applicants for admission for each year, the number admitted, the number of pupils in each class, their ages, and the number of graduates.

	No. of appli- cants.	No. admitted.	Whole No. enrolled dur- ing the year.	Senior.	Middle.	Junior.	Fourth.	AGES AT CLOSE OF YEAR.					No. of Graduates during whole year.
								Senior Class.	Middle Class.	Junior Class.	Fourth Class.	Whole School.	
1857-58.....	...	...	70	...	...	70	...	....	....	....	....	....	5
1859.....	...	...	104	27	...	77	...	....	....	....	....	....	6
1860.....	...	...	106	40	...	66	...	....	....	....	....	....	29
1861.....	...	...	80	36	...	44	...	29½	....	21	....	....	10
1862.....	...	...	38	14	...	24	...	....	....	....	....	....	13
1863.....	...	...	48	14	...	34	...	18½	....	18½	....	....	22
1864.....	...	...	59	12	...	47	...	19½	....	16½	....	....	17
1865.....	...	...	64	15	...	49	...	20½	....	18½	....	....	18
1866.....	70	51	77	25	...	52	...	19½	....	18½	....	19½	25
1867.....	56	44	65	18	...	52	...	20½	....	18½	....	19½	18
1868.....	95	79	104	18	70	76	...	19½	17½	18½	....	18½	8+24
1869.....	121	73	130	39	18	46	27	18½	20	19½	19½	19½	12+19
1870.....	123	96	149	39	24	17	69	20½	22½	18½	19½	19½	11+24
1871.....	109	81	155	27	24	32	72	19½	19	19½	17½	18½	10+17
1872.....	109	72	139	39	31	21	48	19½	21½	18½	19	19½	17+22
1873.....	142	92	177	41	23	30	88	19½	20½	19½	18½	19½	20+21
1874, term I 180	137	137	220	{ 29	30	47	89	20½	20	18½	18½	18½	26 }
“ “ II	...	...	...	{ 23	43	48	79	20½	18½	18½	17½	18½	22 }

Punctuality and Regularity in Attendance.

Education is the process through which the individual is led to attain his freedom. It is the transition from a state of nature to a state of culture. As dependent on nature, man is subject to the lower impulses of his existence; he denies himself no wish, he gratifies his wildest desires. Natural man is not free, because he is the slave of changing passions. Education leads from this state to a higher position, by showing how to find a nobler self within the mind. When man's better nature grows, he must subject to it the baser elements of his character. The idea of duty arises in his soul, to which he learns to sacrifice impulses and desires. As soon as the habit has been formed to act in faithful allegiance to duty, and to refuse obedience to passions and desires when they come in conflict with it, education has attained its end, for it has led to freedom. At the moment that the individual wills nothing but what is good and noble, he becomes independent, or free. He is no longer conscious that he acts under the pressure of external authority, but feels that in doing what is right, he works out his own will. The process that leads to this exalted position is a long and difficult one. No individual will ever learn to act in continual obedience to duty, unless taught that the faithful performance of even the smallest task strengthens his moral nature, and brings him nearer to self-dependence, or freedom. While this truth applies to education in general, it is of special importance to Normal schools. Within the narrow sphere of their school life, the pupil must learn to be faithful over a few things, in order to be prepared for her vocation, which makes her "ruler over many things." The most trifling task of consequence, for, to neglect it, is to be derelict in duty. Considered in this light, even the seemingly small becomes of importance. The pupils of a Normal School must be taught to be keenly sensitive that the dignity of their calling requires them to see in small as well as in great things a task which duty has set, and which is to be performed with conscientious scrupulousness.

As long as the number of new pupils that annually enter a school is small, if compared with the number of old members that remain, the general tone of the school is the most powerful agent in making the new comers adapt themselves to the rules and regulations of the institution. The young class is fashioned into order by the spirit that pervades the whole school. The habits of the older pupils control those of the others. But when, as was the case with us, the scholars newly admitted outnumber those that remain, the strictest attention on part of the teachers, the most rigid enforcement of the rules of the school, becomes an imperative necessity. It is owing to the earnest and faithful work of the assistants given me by the Board, and the excellent spirit of our students, that the entering classes showed such readiness to understand the new duties connected with their position as members of a Normal School.

Among the many apparently trifling matters which are of great importance in a Normal School is the matter of punctuality in attending. Aside from the fact that punctuality is necessary in all the pursuits of life, the future teacher must form this habit, because she will have to teach by her example more than by precept. She can not expect to make her pupils punctual unless she has that habit herself. These considerations show that tardiness in a Normal School is excusable only in exceptional cases. The following table will give the comparative statistics of tardiness and absence since the establishment of the Normal School, as far as I have been able to find a record of it.

TABLE II.

Showing the number of Pupils enrolled each year, attendance, and cases of tardiness.

YEAR.	Number enrolled whole year.	Not absent.	Not tardy.	No. of cases of tardiness.	Average No. belonging.	Average No. attending.	Per cent. of attendance.
1857-58.....	70	..	..	..	38	34	92
1858-59.....	104	..	..	..	51	..	..
1859-60.....	106	18	60	151	58	56	95.5
1860-61.....	80	18	44	51	49	46	95
1861-62.....	38	7	16	50	29	28	96
1862-63.....	48	..	..	..	33	..	..
1863-64.....	59	8	16	93	33	31	94.5
1864-65.....	64	6	38	56	46	43	95
1865-66.....	77	7	48	67	56	53	95
1866-67.....	65	11	31	72	47	44	93
1867-68.....	104	11	67	96	69	64	93
1868-69.....	130	4	30	171	89	83	92
1869-70.....	149	15	52	190	98	93	95
1870-71.....	155	5	115	139	108	102	94
1871-72.....	139	5	110	109	88	79	90
1872-73.....	177	7	149	59	121	113	93
1873-74.....	220	9	182	27	172	162	94

Promotion of Pupils.

The greatest care must be used in the promotions to higher classes. Out of those that are desirous of devoting themselves to the teaching profession only a part can obtain admission to the Normal. Looking over the records, I find that on each examination day for the last nine years between twenty and forty per cent. of the applicants had to be refused admission because their examination was not successful or their previous scholarship record in other schools unsatisfactory. Not all that enter have the necessary qualifications for the calling they have chosen. They not unfrequently find that a task which they believed easy, is far beyond their power. To single out those that are not fitted and to dissuade them from wasting their strength in pursuit of an aim which nature withholds from them, is neither an easy nor a pleasant task. In many cases those least fitted are the last

persons to realize that fact ; they are frequently conscious that they have worked as hard as any member of their class, and when they fail while they see that others succeed who seemed to work less hard, they become dissatisfied. Weak pupils are slow to perceive that the cause of their failure lies in themselves.

In cases of unmistakable physical inability the pupil is spoken to at once. In all other cases the teacher must be slow in deciding that a pupil lacks altogether the natural gifts that are necessary to become a successful teacher. Not unfrequently have I seen remarkable talent spring up in the course of a few terms where there seemed to be hardly any at the beginning. The new pupils must be allowed a reasonable time to develop and show the mental qualities which they possess, before, in case of failure, the question is considered whether there is a sufficient amount of that ability which is indispensable for the objects of the school. Every pupil must show that she possesses the requisite talent while she is a member of the Fourth or Junior Class. Promotion to the Middle and Senior Classes is in itself evidence of the fact that in the teachers' opinion the student has the necessary qualities to become a good teacher, and that it depends only on her efforts whether she will realize the possibilities that lie in her. Whenever a student fails to show that she has the ability to do the work of her future profession, she must remain in the lower class until she has succeeded better, or until it becomes evident that she had better follow some other calling.

Besides talent there is another condition for promotion ; none can expect to be promoted but for work accomplished. Frequently the teachers are entreated to promote on the strength of a promise to do better work in the higher class. I need hardly say, that in a Normal School, the teachers must be inexorable in this respect. Promotion must be the result of work done, not of work promised. The first question is not whether a pupil is able to do the work of the higher class, but whether she has done the work of the lower. A large number of pupils find at the end of a term that they have to review the work of their class, and many of them leave in consequence. This explains the sifting process to which we have recourse continually, in order to secure good material for the higher classes of the school. Of those that apply

only part are admitted ; of those that are admitted a part only stand the test of the first year, and of these again a part only find their way into the Senior Class.

In promotions to higher classes the teachers' opinion as to the work done by the candidate is not so much based on the result of written examination as on the regular work she has done in recitations in the course of the year. Pupils are certainly not promoted if their written examination shows that they are deficient in scholarship ; but, on the other hand, a high per cent. in a written examination is in itself no reason why the pupil should be advanced to a higher class. She may have acquired the necessary stock of knowledge without being able to impart it to others. While written examinations test knowledge alone, knowledge, as well as manner, clearness, power of understanding, expressing and illustrating, and ability to teach the subject, are tested in the recitations. Each of the points mentioned is as important as the mere ability to acquire knowledge. As written examinations are not a decisive test of the pupil's power, the Normal School cannot rely on them exclusively in the matter of promotions.

COURSE OF STUDY.

The new course of study adopted by the Board about two years ago has now gone into operation for all the classes. The change is a very important one, as it places the so-called culture studies at the beginning, and the study of methods and review studies at the end of the course. A list of the studies for each class is given on page cxxvi of the Appendix. I give in the following an outline of the work done by each class in the course of half a year :

FOURTH CLASS—*First Half Year.*

Reading.—(Randall's Reading and Elocution.) Most of the time in the lowest class is spent in testing the voices of the pupils and on exercises to give them strength and distinctness. Concert exercises at the beginning give more self-confidence and a good deal of practice to the pupils. Special drill exercises upon the following topics : quality, compass, flexibility, strength and pu-

rity of voice, force, pitch, modulation, emphasis, inflection, stress, movement, style, and personation; expression, taught by analysis of the author's thought; selections from the Reader analyzed, read, and committed to memory.

Reading may in some respects be considered the art study of the school, and if based on an understanding of the contents, will do as much for general as for æsthetic culture. Instruction in reading is placed at the beginning, so that we can soon detect weak voices, and see whether training can improve them sufficiently.

Physiology.—(Loomis' Physiology, Hitchcock's Physiology.)
Object of the study: 1. To enable to understand the principal physiological functions, and the laws of hygiene based on them, so that the future teachers become able to watch over the physical welfare of their pupils. 2. To enable the teacher to impart to her pupils the elements of the science. Instruction based on observation, wherever feasible; a skeleton, osteological specimens, manikin, models of eye, ear, and larynx, diagrams and drawings used throughout the course. Course of study not arranged strictly in accordance with the text-book, but by topics. None of the principal topics considered finished before the pupils can draw on the blackboard the necessary illustrating diagrams from memory. First weeks of the course strictly descriptive: bones described and drawn on the blackboard; bones shown to the class and their position in the skeleton ascertained. Teaching exercises by pupils. Topics:

I. MECHANICAL SYSTEM.	II. NERVOUS SYSTEM.	III. REPAIRING SYSTEM.
<p>a. Bones. (Drawings, description of bones of head, trunk, etc.)</p> <p>b. Articulation. (Parts of which joints are composed; general principles; description of a few particular joints.)</p> <p>c. Muscles. (General principles; structure, modes of contraction, use.)</p>	<p>Brain.</p> <p>Spinal marrow</p> <p>Organs of sense</p>	<p>a. Digestion. 1. Food. 2. Organs. 3. Process of digestion. 4. Conditions of healthy digestion.</p> <p>b. Absorption.</p> <p>c. Circulation. 1. Organs. 2. Process.</p> <p>d. Respiration. 1. Organs. 2. Respiratory movements. 3. Change of the blood. 4. Various respiratory movements, (laughing, coughing). 5. Animal heat.</p>

Algebra.—(Ray's Part I.) Object of the study in regard to knowledge: To enlarge the pupil's mathematical knowledge; in regard to culture, to give practice in strictly deductive reasoning, to accustom to precise expression, to strengthen the power of mathematical generalization. Less importance is attached to the quantity than to the quality of the work done. Most of the time spent in practical work on the blackboard; neatness and clearness insisted on. The process taught first, and from this, principles, rules, and definitions inferred. Special attention paid to exactness in definitions, and expression in general.

Arithmetic being the educational basis of Algebra, the pupils are taught at the beginning to find the arithmetical form for algebraic problems and the algebraic form for arithmetical problems, until the meaning that underlies algebraic expression has unfolded itself to them. In Equations each part must be numbered and the sign indicating the process prefixed. The subject matter is taken up in the following order: Arithmetical examples solved, and then in the same problem, algebraic expressions substituted in the place of numbers. Algebraic addition, subtraction, multiplication and division; definitions and principles whenever required by examples that involve a new expression. Greatest Common Divisor and Least Common Multiple (Theorems) Fractions commenced.

General History.—(Willson's Outlines). The time allotted to this study allows of one of the following plans: To study the history of a short period and single nation with all the details, or to study a general outline of the history of world development in characteristic types. The latter plan is followed in our school. Hence, most of the work in history is done by means of reference books and oral instruction. More attention paid to events than facts; special care in tracing the interconnection of historical events. Recitations mostly carried on by topics arranged in the form of diagrams. Besides imparting knowledge this study is expected to accustom the pupils to fluent, connected, and clear speaking.

Topics Studied.

- I. Introduction: Rise of Civilization.
- II. Greek Legends: Hercules; Argonautic Expedition; Trojan War.
- III. Grecian History: Spartans and Athenians; habits, education, state; Pericles; Persian Wars; Alexander.
- IV. Roman History: Legends; Founding of Rome; Rome as a kingdom; the republic; the empire; social decay; division of empire and downfall of Western Roman Empire.
- V. Middle Ages: Condition of Europe at close of 6th century; Justinian; Mahomet; Charlemagne; Feudal System; Chivalry; Crusades.
- VI. England during the 9th, 14th, and 15th centuries: Alfred the Great; language of his time; Norman Conquest; effect on language; Magna Charta; change in language; French and English Wars; Lancaster and York; reign of Henry VII. of England
- VII. Europe during the 16th century: Age of Henry VIII. and Charles V.; the Reformation; Age of Elizabeth.

Latin.—(Allen and Greenough's Grammar; Leighton's Lessons.) Object of the Study: General culture and more thorough knowledge of English etymology. Topics studied: Stem and root; nouns; declensions; gender; adjectives; inflection; comparison; numerals; pronouns; verb commenced. Translation of corresponding lessons.

Writing.—Mostly blackboard exercises. Methods and principles of teaching writing. Teaching exercises.

Zoology.—(Nicholson's Zoology.) Individual animals studied and such characteristics as classify them under species, order, etc., noticed. Representatives of principal orders described, drawn on blackboard and classified. Specimens and pictures (Prang's, etc.), used throughout the course. Pupils are expected to draw from memory diagrams showing the characteristics of principal classes. Frequent teaching exercises given by the pupils. Topics studied: Principles of Terminology; basis of

classification: Annuloida; (Echinodermata; Scolecida); Annulosa; (Crustacea; Arachnida; Insecta); Mollusca: Mollusca proper (Lamellibranchiata; Gasteropoda; Cephalopoda.) Molluscoida (Tunicata; Polyzoa).

Composition.—(Hart's Rhetoric and Composition.) Writing of easy compositions. The manner and process of planning and writing composition shown and discussed. Frequent blackboard exercises by the whole class in writing sentences and the analysis of compositions. Mistakes, especially in regard to punctuation, criticised and corrected by reference to the text-book. Use of capitals; comma; semicolon; colon; period; interrogation.

Drawing.—(Continued through all the classes.) Plan for all classes. Elements of geometrical construction; study of form; and drawing from model during part of the first three terms. In the last half year drawing on the blackboard; the light of the original represented white on the board; the shadows of the original represented by the unchanged color of the blackboard.

Singing.—(Whole School.) Concone's vocal exercises; select pieces from Robyn's Classical Singer, Parts I. and II.; other classical pieces; drill exercises.

JUNIOR CLASS.

Algebra.—(Ray's I) Principles and method the same as in the Fourth Class—subject of fractions continued and finished; equations of first degree; powers; binomial theorem; radicals; square root.

Latin.—Grammar. (Use of moods and tenses; conditional sentences; cond. particles; relation of time); rules for quantity and accent; Reading: Latin Fables; Life of Cicero; selections from Gallic War. Translation from lesson XXVIII. to lesson L.

Physical and Mathematical Geography.—(Colton's School Geography and Atlas.) Recitations conducted by topics arranged in diagrams; pupils expected to explain whole subject treated of in a connected and clear way; globe and other illustrations used throughout the course. Frequent teaching exercises by pupils.

Physical Geography.—General view of earth: area of land and water; natural divisions of earth; land and water. Geological structure of earth: theory of formation of earth; classes; groups and kinds of rock; distribution of minerals. Geographical characteristics of rocks. Continents: similarity and dissimilarity; maritime character. Islands: area; classes; (a) volcanic, (b) coral; formation; distribution. Mountains: volcanoes; glaciers. Plains; plateaus. Springs. Rivers. Lakes. Oceans. Tides. Currents. Winds.

Mathematical Geography. — Shape and size of earth. Location and distance on earth. Imaginary circles. Latitude. Longitude. Change of seasons. Day and night.

Geometry.—(E. W. Evans' Elements of Geometry). A consideration of the place which geometry holds in a course of study, shows the value of all mathematical studies as culture-studies. The strictly defined nature of mathematical concepts, the rigid uniformity of their designation, their consistent and stringent proofs teach logic practically. Instruction in mathematics must pursue a careful and deliberate course, that in progressing must look backward and find its proof for new problems in problems already solved. Hence any carelessness or uncertainty in the elements makes all further progress valueless, as it destroys the basis of the study, consistency and clearness. Rigid exactness in what has been accomplished, in drawing, statement and proof, and not the quantity of work, is the principal consideration.

In Geometry, the following course has been suggested: General definitions illustrated by the use of cube and cylinder; angles; triangles; quadrilaterals; polygons in general; circle; problems in construction. The class finishes about as much as is contained in Book I. of the text-book named above.

Natural Philosophy.—(Balfour Stewart's Physics, in the Science Primer Series, and Wells's Natural Philosophy used as text-books.) The pupils are held responsible for the invention and preparation of suitable illustrations, for each topic that allows of it; in giving teaching exercises they are expected to use the simplest apparatus, if possible of their own contrivance. All instruc-

tion based on experiment and observation. Drawing of diagrams on blackboard. Subjects studied:

I. Attraction: Modes; law; weight; centre of gravity; falling bodies; pendulum. II. States of matter. III. Hydrostatics: Laws of liquids; specific gravity. IV. Pneumatics: General laws; pressure of air; barometer; pumps; syphon. V. Sound: Theory; properties; musical instruments; echoes. VI. Heat: Theory; effects; thermometers; specific and latent; distribution. VII. Light: Theory; velocity; absorption; reflection; refraction; law; prisms; lenses; color; theory; dispersion; spectra.

Zoology.—Principles and methods the same as in the Fourth Class. Subject studied: Vertebrates, general characteristics; principal orders.

Composition.—Principles and method the same as in the Fourth Class. Writing of compositions and blackboard work continued; diction; sentences; figures.

MIDDLE CLASS.

Latin.—Reading in Leighton's Lessons and Crosby's Eclogæ; selections from Helvetian war; fables; easy selections from Virgil, and Cicero's orations. History: Founding of the City; incidental instruction about Roman religion; laws, punishment, military, state and private life; main points of geography of Gaul. Grammar: Subjunctive, infinitive, gerundives, oratio obliqua.

Physical Geography.—A good deal of time is devoted to map drawing on the blackboard; outline, rivers, mountains, &c., parallels and meridians to be drawn from memory; quick work insisted on.

The principal divisions of the globe considered in regard to the following topics: physical characteristics; boundaries; seas, gulfs, bays; islands; peninsulas; isthmuses; capes; straits; surface; plains, plateaus, mountains, lakes, rivers; general description of division, including mineral structure, surface, soil, climate, vegetation, animals.

Arithmetic.—(Colburn's Arithmetic in its applications.)

Arithmetic is placed in this part of the course, first, in order that the pupils may not enter the schools as teachers without having reviewed and enlarged their knowledge of one of the principal studies which they are expected to teach; second, because the study of algebra in the previous two classes enables them to gain a deeper and clearer insight into the nature of arithmetic and the connection of its parts; thirdly, in order to study the methods of teaching arithmetic in the District school, and to become conscious as well of the mistakes they must avoid as the difficulties they will encounter in teaching. Neatness of work on the blackboard, clearness in regard to the subject shown by a full, logical, and fluent explanation of examples on the board, &c., are important considerations.

Subjects considered (Colburn, pp. 1-156): Preliminary definitions; notation and numeration; tables of United States and English money, &c.; four processes; their general theories; properties of numbers; divisors; multiples.

English Literature.—(Collier's History of Literature, Hudson's School Shakespeare, Parts I and II). The common mistake must be avoided that the study of the history of literature and the study of literature are the same. The history of literature is to be studied here only as far as it serves to rank and co-ordinate the pieces that are read. The main part of the time is spent in reading Shakespeare. Subjects studied: Main points in the history of the first three eras; Hamlet, studied, and principal parts committed to memory; Merchant of Venice read.

Constitution U. S.—(Townsend's Civil Government). History of the Constitution and careful analysis.

Theory and Art of Teaching.—(Wickersham's Methods of Instruction). The ethical aim of this study throughout the course is to make the members of the school deeply conscious of the high responsibility of their future calling, and to lead them to see the vital importance of even the smallest point of their duty. Lectures occur more frequently in this study than in any other. Subjects studied and discussed:

I. Reasons in favor of professional training for teachers;

education considered as a science ; as an art ; true object of education.

II. Logical and psychological principles conditioning methods of instruction ; order of development of intellectual faculties ; culture of memory, recollection, imagination, understanding, reason ; activity of the mind in elaborating a science ; induction ; deduction ; laws of suggestion and association ; educational means adapted to every capability of mind ; methods of instruction must be inductive or deductive, analytical or synthetical.

III. Classification and genesis of knowledge.

IV. Language ; the formal sciences ; the empirical sciences ; the rational sciences ; the historical science : the arts.

V. Adaptation of knowledge to mental condition of pupils ; object lessons.

Teaching Exercises.—While in the lower classes teaching exercises form part of the regular recitation work, pupils of the Middle and Senior Classes are expected besides, to give teaching exercises before the whole school. One or two half days each week are devoted to this work. The teaching exercises are criticised by the school and the teachers. In the first part of the year the teaching exercises are to last thirty minutes, in the second part, ten minutes. As the long teaching exercises are to be trying tests of the pupil's power, ample time is given for preparation, which is required to be very thorough ; hence, the subjects selected are to be such as will benefit both the pupil-teacher and the class, and be worth the amount of study that is to be given to them.

SENIOR CLASS.

Teaching exercises the same as above.

Reading.—Review of the work done at the beginning of the course.

Selections from the *Reader* : “ Relief of Lucknow ; ” “ Sheridan's Ride ; ” “ The Song of the Camp ; ” etc.

Printing of Phonetic characters on the blackboard.

In addition to the above work, the forms and sounds of the phonetic characters as found in Leigh's Phonetic Primer ; also teaching exercises upon this subject. Methods of teaching reading.

Composition.—In the Middle and Senior Terms compositions

are written, copied when corrected, and the best compositions read to the school. Each class hand in compositions about every third week.

Latin.—Continuation of the work in the previous classes. Most of the time spent in reading selections from Latin authors.

Writing.—Review and continuation of work done at the beginning of the course.

Political Geography.—Teaching exercises through the whole term. Instruction in the use of reference books and illustrations. The following topics considered in regard to most of the divisions studied: Boundaries; surface—mountains, rivers, lakes; soil; climate; political divisions; principal cities; sources of wealth; government; religion and education; history; natural objects of interest; objects of interest in art, science, and literature. Divisions studied—North America: Danish America, (Greenland, Iceland). British America: (Hudson Bay Country, Dominion of Canada, Prince Edward's Island, Newfoundland, Labrador). United States: (Eastern States, Middle States, Southern States, Western States, Territories). Mexico; South America; U. S. of Columbia, and eleven other divisions considered as a whole, according to the following analysis: Surface—mountains, rivers, lakes, soil, climate, sources of wealth, government, religion and education, objects of interest, history. Europe: British Empire—(Scotland, England, Wales, Ireland). Russia; Sweden; Norway; Denmark; German Empire; France; Spain.

Arithmetic.—Continuation of the work of the Middle Class. (Colburn, pages 156–321): Fractions; ratio and proportion; interest, simple and compound; commission; stocks and insurance; assessment of taxes; orders; bills of exchange; profit and loss; promissory notes.

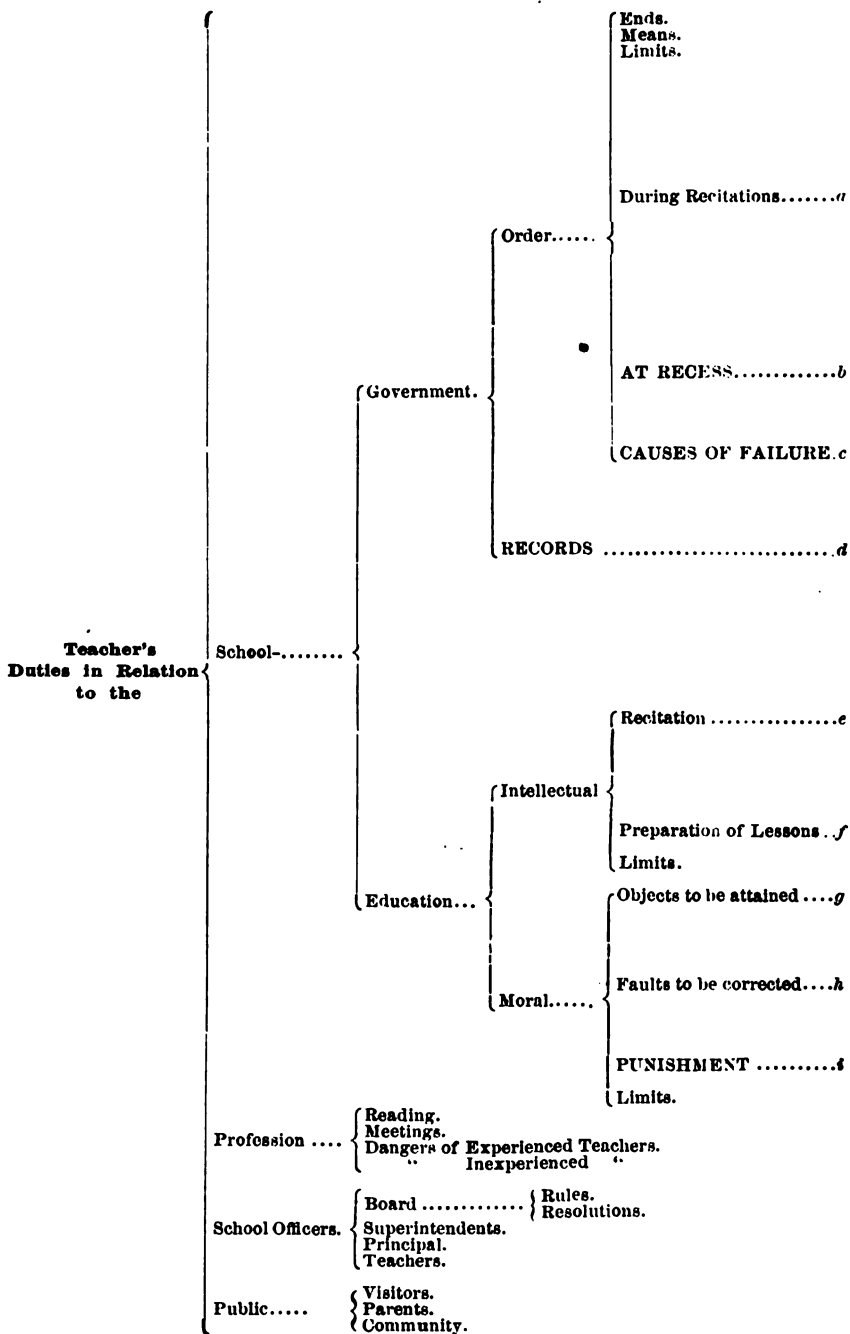
Grammar.—(March's Philological Study of the Eng. Lang., March's Parser and Analyzer, Fowler's School Grammar). Elements of historical grammar in connection with the grammar topics and forms taught in the District schools. Frequent elementary teaching exercises. The following is a list of the topics studied: Historical elements of the English language; classification of languages; historical development of the English language; orthography—etymological, syntactical, rhetorical, and

poetical forms, (prosody, accents, etc., measures, rhyme;) punctuation. Part of the writings of the following authors analyzed grammatically: Bunyan—Times, life, works, language; Pilgrim's Progress. Syntax, rhetorical forms, historical elements. Milton—Times, &c.; Paradise Lost. Punctuation, poetical forms. Shakespeare—Times &c.; Julius Cæsar, Merchant of Venice. Spenser—Elizabethan Age, Faerie Queen; Spenserian stanza. Chaucer—Canterbury Tales. Phonetic elements, orthographic elements, comparative etymology; method of analysis; Grimm's law.

Theory and Art of Teaching.—(Rosenkranz's Philosophy of Education). Introduction and First Part studied during the first quarter. The following topics considered: Pedagogics as a science compared with other sciences; character of educational literature; place of pedagogics in a system of philosophy; general outline of Hegel's classification of philosophy; relation of the family to education; pedagogics as a science and as an art; adaptation of the educator to pupils and methods; value of local and individual formulas of teaching; contents of a scientific system of pedagogics; the three parts of pedagogical science; its nature, its special elements, its history; development in the education of the race; relation of past and present systems; the nature of education; potentiality and actuality; the influence of the teacher; character of education of man and animal; different meanings of the term education; ethical basis of education; education by national custom and by reflection; development of theoretical and practical reason; value of systematic work in education; division of labor among special schools; influence of city life on education.

Form of Education.—Mental process by which all knowledge must be acquired; taste of children for the wonderful and strange; work and play; habit; formation of habit; active and passive habit; authority and obedience; rationality and individuality; habit and spontaneity; temptation; moral deformity; reproof; scolding; theories of punishment; kinds of punishment; isolation; sense of honor; corporal punishment; the limits of education; relative value of talent and material means; different opinions about the value and power of education in general; the special elements of education; leading principles of physical education; intellectual education.

In the Second Quarter of the term the topics contained in the following analysis are discussed and essays written on the topics printed in capitals:



{ SEATING.	
TAKING ATTENDANCE.....	{ When. How.
VENTILATION.....	{ Why required. How secured.
a MONITORS.....	{ Kinds. Selection. Advantages..... Disadvantages.....
	{ Pupil and Teacher.
MECHANISM OF RECITATIONS.....	{ Going to recitation.. Place of standing. Manner of standing.
{ Order in recitation of Special Teachers.	
b	{ Wardrobe. Halls. Stairs. Yards.....
	{ Lines. Inclement weather.
c { Want of perseverance in Teacher.	
IRRITABILITY	{ Cause..... Effect.....
	{ Ill health. Want of preparation. Fault finding. Loss of control.
{ General manner of keeping Books. Roll Book. Annual Register.	
d Reports.....	{ Daily. Semi-quarterly. Quarterly.
	{ Length of recitations Order of recitations. Where kept. How many classes.
{ PROGRAMME.....	
e OBJECTS OF A RECITATION	{ Direct. Indirect.
USE OF TEXT BOOKS.	
VALUE OF RULES FOR THE STUDIES.	
AMOUNT OF WORK REQUIRED.	
f { MOTIVES FOR STUDY.	
AT SCHOOL.....	{ Kind.
AT HOME.....	{ Quantity.
g { TRUTH TELLING.	
PUNCTUALITY.	
EXACTNESS.	
{ PROMPT NG	{ Why objectionable.
LAUGHING { Proper... }	{ Prevention.
COMMUNICATING.....	
LISTLESSNESS.....	
LAZINESS.....	{ Cure.
{ CORPORAL.	
By isolation. Affecting sense of honor.	
Limits.	

School for Observation.

In 1872 a school was selected by a resolution of the Board of Directors, to which the members of the Senior and Middle Classes were to be sent at regular times, for the purpose of giving them "an opportunity of becoming more intimately acquainted with the practical working of a district school; to see the application of the principles of instruction, and to gain a more thorough knowledge of their future profession." The school selected for this purpose was the Washington. The Senior Class was to visit it once a week to see how children are taught and managed. The name School for Observation instead of Model School, which is the appellation used in other cities, was given to it, because it was intended to show to our Senior and Middle Classes a District School with all the advantages and disadvantages of the other similar institutions of the city, so that the young teachers had an opportunity to observe the working of a school which is of the same kind as the ones to which they are likely to be appointed in future. In 1873 the Benton School, which is situated within a few streets of the Normal, was substituted for the Washington.

The idea of having a model school connected with the Normal seems to be a novel one to our community, and as our institution had existed and flourished for fifteen years without any model school, the question might be asked, whether it is necessary or expedient to have one now. I know of no one that is better qualified to answer this question than my distinguished predecessor, Miss Anna C. Brackett, whose connection with the best Normal schools of the country, and able management of our institution for nine consecutive years, lend to her words the weight of general experience and full knowledge of the wants and peculiar character of our school. In her address before the Normal section of the National Educational Association, in 1871, she says :

"The value of the (Normal) school consists as much in this (training and culture) as in the actual amount of knowledge gained, and for it to accomplish its special work, a steady and

long attendance is required. To accomplish these objects fully, a model school is very desirable ; but by a model school I do not mean a school in which the Normal pupils shall themselves be required to teach. I mean simply a school conveniently located, which is a model school in every respect, governed and taught by first-class teachers, and which the pupils of the Senior Class of the Normal School shall be required to visit and observe, at stated times, as a class, and in company with a teacher. They need this to learn what the capacities of children of different ages are, so that they may not lose time in making attempts to give them what they cannot take. They need it as a part of their mental training." *

It happened that at the same occasion, another prominent educator expressed his opinion on the matter, when he, as well as all the Normal school teachers present, advocated that model or practice schools be connected with every Normal School. I refer to Dr. Richard Edwards, the founder of our Normal School, now President of the Normal University of Illinois.

Says Mr. Edwards, in answer to the question mentioned before : " Let us first inquire whether the Normal School needs any appendage of the kind proposed. Is a Model School of any real utility? and, if so, is it sufficiently useful to make it worth our while to incur the expense and trouble necessary for its establishment and maintenance? Some Normal Schools in the country have acquired high reputation and success without Model Schools. In others, it is considered almost an essential requisite to the after success of the young teachers that they see the practical application of the principles they learn in the Normal, and have their own powers and skill tested by actual practice. And it is probably true that the facts bear out the logic here, and that even the high success of those Normal Schools, that are without Model Departments, would be enhanced by the addition of these appendages. Every young teacher needs the inspiration that comes from seeing things well done. "

The remarks of other prominent educators, who had investigated the subject, tended in the same direction. Prof. William

* Proceedings Nat. Ed. Assoc., '71, p. 137. &c.

F. Phelps, Principal of the State Normal School, Winona, Minnesota, says: "A Model School, as its name imports, is a model to be observed, and studied as such. It is one of the means employed in a good Normal School for the training of teachers. It aids, or should aid, in giving to the pupil teacher a true ideal of his future work. I have said that the Model School is one of the means of imparting a correct ideal of the teacher's work. Let me add, that I believe it to be one of the very best means to this end." Dr. J. H. Sangster, Superintendent of the excellent Normal School of Toronto, said: "A Normal School cannot be successfully conducted without Practice Schools. I would not separate the Model from the Practice School. I have seen them successfully operated in connection in Toronto. The fees of admission are higher than those of the High School. The Model School has four hundred pupils, all it can accommodate, and more than a thousand registered applicants are waiting their turn to enter. Teachers are also desirous to enter the Model School as teachers."

Our city has not been hasty in this needed reform. The great majority of the Normal Schools of the country have preceded us in it. Of the 119 Normal Institutions that appear in the last report of the National Commissioner of Education, over seventy-one per cent. have added model or training schools to their course. The question, as far as the country at large is concerned, seems to be decided beyond doubt. In a short time hence our Model School will be able to rest on the firm basis of success alone; at present it needs the support of argument as well. I speak confidently of the success of the plan, for what is now known to the teachers connected with our school must soon become evident to all, that the Normal School can furnish better teachers, with the assistance of the School for Observation, than without its help.

Merits of the Training by the School for Observation.

That the observation of practical work done is of great value to teachers in general, the wisdom of the Board has acknowledged in an indirect way; for what else could be the meaning of the rule of the Board which allows the teachers of the district

school two days each year to visit other schools for the purpose of observing modes of discipline and instruction. If all the teachers availed themselves of this permission (which they do not), this rule would involve an annual expense of over \$3,000. The wisdom of this measure is unquestioned; it has done more towards harmonizing instruction and propagating good methods than is usually assumed. If observation of methods is so important for the experienced teachers that the Board considers that it justifies the expense, it is not any less important for the young teachers in the Normal School, where the plan of regular visits, for the purpose of observation, can be carried out without any expense to the Board whatsoever.

Although the School for Observation was established but a short time ago, its influence on our students has made itself felt. In the High and Normal Schools, the transition from elementary training and language to the educational tone, language and subjects of maturer minds takes place by degrees imperceptible to the pupil. She supposes, as she never perceived any change, that tone, language, and method have remained about the same as they were when she attended the lower grades. If the young teacher should enter her school with this supposition, weeks would be lost before she could correct her mistake practically. It will take her some time to discover that the cause why the pupils do not understand her, or appear listless, lies in herself. Continual visits to the School for Observation show to the young teacher the level of the children, to which she must descend in expression, in order to be with them in their thoughts, and to lead them to a higher sphere. They learn the peculiar ways of children. They learn the kind of questions which children are apt to ask, so different from the questions to which High or Normal School pupils are accustomed. They become more able to enter into a child's thoughts. They notice the principal mistakes of pupils, in language and conduct, against which the teacher has to guard. They discover, with surprise, the great difference there is between teaching grown persons and children, and are thus saved the necessity of gathering their experience from their own failure in the first weeks of their career as teachers. It is true, the young teacher will learn by each failure,

but it is, nevertheless, better to avoid beginning any vocation with a failure.

Sent to the School for Observation, our students try to observe there the teacher whose room they visit, so that they can imitate her in their future work. They put themselves in her place.

It is interesting to trace the remarkable effect of these visits on the Senior Class. They begin to feel themselves as teachers, and unconsciously, become more earnest in their work. In the School for Observation they are placed face to face with their future duties, which thus assume greater objective reality in their minds; they feel more gravely the responsibility of their work, past, present, and future. When their Normal course is finished and they are sent to the District schools as teachers, they do not enter a new world, but a familiar place, which they have been in the habit of seeing every week.

In theory and art of teaching, the principal study of the Normal School, the teachers can, now that we have a School for Observation, presuppose a good amount of practical information relative to the management of a school-room, on account of the knowledge which the pupils derive from what they observe during their visit. All theoretical instruction can now be based on, and be connected with, the observation of facts, and the experience gained by the pupil's own efforts. The student of the Normal is made more self-dependent. While before, the teacher had to supply all the information in regard to school management and similar subjects, she can at present hold her pupils responsible for what they have observed themselves. In studying the philosophy of education the students now try to point out the connection between the principles they study and the practical work which they see on their visits.

Many things, for instance the construction and use of the ventilating apparatus, can be taught in less time and in a better manner, by visits to the School for Observation than in any other way.

Effect on the School for Observation.

While the change of the Benton school into a School for Observation, is of great benefit to the Normal, it may be well to

inquire what effect this measure has had on the Benton school, for it will not do to sacrifice the interests of one school in order to promote those of another. I am happy to say that the good effect of the plan on the Benton school is known to teachers and parents. The practical advantages are obvious. The frequency and regularity of the visits has destroyed the last remnant of disturbance which otherwise the visit of many persons creates in any school-room. The children have now been accustomed for years to see the Normal class come in, take their seats, and leave again; the visits do not interfere with the work of teachers and pupils.

The consciousness that their work will be looked at by many, acts as a continued stimulus on teachers and pupils of the School for Observation and encourages them to use their best efforts to make their work stand criticism. It is an additional incentive to order and neatness. Where there is the power and the will to do good, the feeling that the work done is liable to be inspected and examined at any moment must lead to higher perfection, by securing the greatest care and attention on the part of teachers and pupils.

As it is in the interest of the Normal School to show to its pupils the best methods of teaching and management, the methods used in the School for Observation are carefully tested. Improved methods are introduced and carried out for the benefit of the children. The care which the Board of Directors is wont to use in selecting teachers for this important institution is another advantage by which the children profit. Nor is this school without interest for the schools at large. As it is centrally located new methods whose adoption for all the schools is contemplated may be introduced there first and tried practically, so that teachers of other schools may see a new method carried out and improve on it in their own schools. So an improved method in arithmetic (Grube's) has been tested practically in the School for Observation, by which the children have been advanced with greater expedition than by the old method. Principal and teachers of the School for Observation deserve praise for the faithful zeal which they have shown in promoting the success of the plan.

I may add that this feature has been of great service to

the teachers and principal of the Normal School, bringing thus ample compensation for the additional work caused by it. In educating teachers for the district schools, they find it eminently useful to be kept constantly informed by their visits of the district school work in its details. Changes in the course of study and directions given by the Superintendent come in this way at once to the notice of students and teachers of our institution.

Plan of Visiting many Schools instead of One.

One school was selected for the purpose set forth, as the same advantages cannot be gained for our pupils by visiting many schools promiscuously; besides, it would be altogether impracticable to carry out the latter plan. As it was impossible to have a School for Observation in the Normal building, it appeared necessary to take the nearest school outside. Otherwise, it would have been very inconvenient for our pupils to go to it, or to reach their home when returning from it. For much of the time which the pupils have to prepare themselves for their important task would be lost if the school were situated at a distance, and the future teacher cannot afford to lose any. A Normal teacher must accompany the class on their visits, in order to know what the students are to report the following day. It would not do to send out a few members of a class to some schools every day, as the recitations of the class would be broken up entirely, and as it would be impossible to have a teacher accompany them every time. If the class were to go to different schools, the visit of 25 to 40 young ladies would cause disturbance and confusion in almost any room which is not, like the room of the Benton School, accustomed to these visits by their frequency. Besides the difficulty of accommodating such a large number of visitors, it must be considered that neither the several district schools nor the pupil teacher would derive any benefit from such a plan: the work of the rooms visited would be disturbed and to some extent interfered with, while, in consequence, the students of the Normal would not be able to observe a fair specimen of the usual work.

All these difficulties were avoided by the action of the Board

of Directors that appointed one school for this purpose, and placed it under the supervision of the Principal of the Normal School. By the latter measure, harmony between the teachings of the Normal, and their practical illustration in the district school, was secured. It will not do to teach one principle to the future teachers and show them the next day that we practice another. The harmonious action of the Normal and the School for Observation must exhibit, everywhere, unity between theory and practice: Normal School principles taught and their application in practical work. To secure this important aim, without which the School for Observation would be of little use, the school was placed under the supervision of the Principal of the Normal. This arrangement enables the Principal to make suggestions to the teachers of the School for Observation in reference to improved methods, and to point out and prevent discrepancies between theory and practice. It is furthermore possible by this arrangement to harmonize the programmes of the two institutions as regards the time when the several studies take place, so that the visits do not interfere with either, and take place at the most profitable time.

Observation followed by Practice.

The first step in learning how to do a thing is to see how others do it. Hence, the future teacher must first enter the district school as an observer.

The second step in an art is that it should be practiced under the control of a more experienced artist. After having observed the teaching of others in the School for Observation, and after having accumulated experience there, the pupils of the Senior Class are sent to some of the best district schools to take charge of a room, for one week at a time, in order to teach there under the supervision of the teacher of the room and the Principal.

After having thus observed method of instruction and management, and after teaching in the presence and under the control of experienced teachers, our pupils are considered prepared to be sent out as substitutes to fill the place of absent teachers, and to

take charge of, and be responsible for a room, without special supervision. I am confident in saying that our students become better qualified to enter upon their duties, by their visits to the School for Observation and the subsequent practice, than without these advantages.

Standing of Normal School Graduates in the City Schools.

Now, after the Normal School has been in operation for a long time, it will be instructive to inquire what becomes of the graduates after they have added the experience of years to their Normal training. In other words, it is time to inquire whether Normal training is of lasting benefit or passes away with the enthusiasm which the graduates undoubtedly carry with them when they leave the Normal. The following table is approximately correct; it does not include the number of prominent teachers that were connected with the Normal during some time, as it mentions only those that graduated from it. But even as it is, the facts speak for themselves. The 62 graduated previous to 1868 that are teaching in the schools furnish almost one-half of the head assistants appointed by the Board; one-third of all the first assistants employed in the schools belong to those 62 Normal graduates. Thirty-one out of the 62 are either head assistants or first assistants. It will be noticed that the table indicates a rise to higher position as soon as the graduates have gathered experience in teaching:

TABLE III.

Showing the Number of Normal School Graduates teaching in the Schools at present, (December, 1874), and the positions filled by them.

	YEARS IN WHICH THE CLASSES GRADUATED.						Total No. of Graduates Teaching.	Total No. of advanced positions in the whole Corps of Teachers.
	1867-1868	1869	1870	1871	1872	1873	1874	
No. of Members when the Class Graduated.....	....	31	35	27	37	41	48	....
No. of Members of the Class now Teaching....	62	18	24	22	29	37	47	239
Holding the position of :								
Principal.....	5	....	1	....	....	....	....	6
Assistant in Normal or High School.....	....	5	....	....	....	1	....	6
Head Assistant.....	10	....	....	....	....	....	....	10
First ".....	19	3	6	....	....	....	....	28
Second ".....	12	3	5	4	3	1	1	29
Third ".....	16	7	12	18	26	35	46	160

Meetings of Graduates.

The class-feeling and *esprit de corps* of the school has proven strong enough to follow some of the classes into life. They have perfected organization, and meet regularly for the purpose of discussing educational and literary subjects. The classes of June, '73 and '74, deserve special mention in this respect. Organizations of this kind cannot fail to inspire their members with zeal and interest while they exist.

Saturday Meetings of the Normal School Association.

While in former years this Association confined itself to annual social and business meetings for members, it was deemed advisable this year to have monthly meetings, open to all, for the study and discussion of educational subjects. These meetings have proved very successful, many principals and teachers

participating. An educational essay has been read each meeting, followed by discussion. The following is the list of subjects of the essays up to March, '75. The success of these meetings has been greatly promoted by the able management of Miss Grace C. Bibb and Miss Joanna Hollohan, (officers of the Association 1873-74), and Miss Cora Small and Miss Anna L. Gannett, (officers, 1874-75):

1873-74.

Natural Science, by Miss Fruchte; Reading, by Miss Beeson; Attention, by L. Soldan; History, by Mr. Morgan; Natural Science, by Miss Small; Reading, by Mr. Cook; Physical Geography, by Miss Hollohan.

1874-75.

"A Course of Study in Rhetoricals," Mr. Cook; "Calisthenics," Miss Rand; "Memory in Education," L. Soldan; "The Place of Grammar in a Course of Study," Miss Bibb; "The Kindergarten," by Miss Susie Blow.

Principles of Normal School Education.

Normal School education must furnish the basis for the pupil's practical activity as a teacher. If it is a wise maxim that whatever you want to have appear in the life of a nation you must put into its schools, we may complete this saying by adding, and whatever you want to have appear in the schools of a nation you must put into the Normal schools. The surest way to secure good instruction and effective education in general, is to educate teachers that understand this task fully and are ready to perform it with zeal and perseverance. The importance of Normal schools lies in the fact that whatever good is accomplished there, will spread with the graduates which are sent out to teach.

The needs of the city schools indicate the standard of what is required from our students. The principles on which the education of teachers is conducted are as easy to lay out, as difficult to achieve. The time for the mere routine teacher has passed, we hope, forever. Not only the practical skill, but also an insight into the nature of the mind, into the nature of the world and science, are required. Then, the teacher needs the

devotion that raises her profession from being merely a profitable way of passing the time previous to some more earnest future duty to the dignity of a life work. The pupil is entrusted to the teacher's care, body and soul. She ought to understand, therefore, the physical and psychical condition of man's nature. A knowledge of physiology and psychology will lead her to avoid errors, for which, no matter how much they bear the character of individual mistakes, general education will be arraigned by its enemies as the criminal.

As regards instruction the teacher must always be conscious that the value of the instruction she imparts depends on the method by which she gives it.

She must keep aloof from the two extremes which are equally ruinous to the highest end of education. Avoiding the old baneful mechanism of parrot-like text-book repetition she must not fall into the snare of the modern barbarism of despising the printed page and discarding the wisdom of our forefathers, and of believing that we can read truth only in the ever changing face of nature and none in the human mind and the history of the world. To ignore the past and to live only in nature and in the present, is to live again the life of Adam—the life of man without history. To rely on the printed page alone without basing it on the study of nature, is to dwell entirely on the experience of others, which will destroy self-experience and self-dependence. The pupil must study nature, the objective world, and then be led to recognize his experience in the experience of others, and to rectify and widen his own by theirs.

If the teacher opens the pupil's eyes to the objective world, as revealing itself immediately, and as reflected by the experience of others treasured up in the printed page, his learning will not be of the kind that dulls the wits of the child instead of sharpening them. The term Object Lesson is but a substitute for the wider name, Illustrative Method, that always bases instruction on suitable objective illustrations, and which may be used throughout the whole course of instruction. The teacher can manifest her tact and power in no better way than by her aptitude for finding suitable illustrations and objects for whatever she teaches. The higher activities of the human mind, conception

and thinking, need the strong basis of perception in order to grow.

While this is an outline of the task which the community imposes upon the teacher, the State also has a claim. It demands that education serve its purposes, and by giving moral culture aid in the repression of crime. Hence, the future teacher must learn how instruction may be made to educate the pupils' moral nature. Instruction can remove two causes that may lead to crime—laziness and ignorance—by accustoming pupils to regular work, and by giving knowledge which will make it easier for the pupils to gain an honest livelihood.

The child educated together with his equals, is taught respect for the rights of others; on this basis a respect for the rights of society will grow. The pupil is expected to observe the laws of the school, and the idea of punishment becomes associated with a failure to comply. From this, respect for the laws of the State may be made to arise, and where the moral principle is not strong enough, a knowledge of the inevitable consequences of wrong-doing may serve to check wrong inclinations. School-life offers to the good teacher an innumerable number of opportunities to point out the difference between right and wrong, to strengthen the pupil's will-power, render his conscience keener, and to teach the pupils to subject momentary inclinations and arbitrary impulses to the commands of duty. To awaken in the students a deep sense of the significance of this idea of their work is not the least important task of a Normal School.

In the measure that education succeeds in accomplishing this part of its functions, it grows more and more to be the most vital element of the State.

The objects of the State are manifold. One of the first purposes of the body politic of the forefathers was to repel the savage, the barbarian abroad; the great purpose of the present state is to repel the savage, the barbarian within. They built palisades; we school-houses; and as the Indian is limited to narrowing tracts in the far West, so we hope to keep within narrowing limits the savage, barbarous elements of society—crime and corruption—by the help of education.

Respectfully submitted,

LOUIS SOLDAN,
Principal Normal School.

THE HIGH SCHOOL.

Last year I discussed at length the question of the proper course of study for High Schools as related on the one hand to the district school and on the other to the college. I endeavored to point out the want of harmony between the course of study adopted in public schools and that adopted in colleges and preparatory schools. While the former has yielded to the demands of the age, and has expanded its curriculum so as to include collateral branches valuable for information rather than for discipline, the latter has excluded from its preparatory stages all except disciplinary branches, bringing in the studies which relate the student to the modern world with its natural science and literature, at the end of its course. It was suggested that the present arrangement had the effect of isolating the class of students destined for the college from that educated in the public schools; and that the assumption that a different course of early training is demanded for the collegiate is implicitly made by those who advocate the college course as it is now. This assumption was combatted.

There is, and has always been, a strong influence on the part of our institutions of higher education in this country to turn the work of the lower schools aside into a merely disciplinary channel. The oldest colleges have furnished the type or mold for those that have been more recently founded. In their origin they were intended to supply a specific want. They were definitely shaped to provide a learned few to look after the highest interests—the clergy, the physicians, and the lawyers. These were the directive power in the community, and it was not so distinctly felt then as now that the education of the ruling class with us means the education of the whole people.

We were, for the most part, an agricultural people, and the status of that condition of society is a species of patriarchal government. The popular elections were controlled by the land owners through their preponderating personal influence over the laboring class which was not yet organized. The laborers were scattered, living mostly on farms, and had not conceived the idea of special interests against the capital-holding caste. Hence, at that time a large illiterate class did not mean political danger, but rather the opposite; the patriarchal condition rests firmest on the basis of semi-illiteracy. But this state was transitional, and in contradiction both to our national idea and to the social idea of modern civilization, as realized in productive industry. Emancipation of the political serf, and of the social serf as well, is the manifest destiny of the age. Hence it happened that the course of study marked out for the higher education, and for the schools preparatory to it in this country, is not in accord with that which the common school has evolved in its natural growth. While the college has clung to the narrow curriculum of purely disciplinary studies—classics and mathematics—the common school has found it necessary to adjust itself to the social life of to-day, by expanding its disciplinary course in the “three R’s,” so as to include collateral branches useful mainly for information instead of culture. The collateral branches relate to the great fields of natural science and literature, that have developed so wonderfully in our age. The instrumentalities of the industrial civilization, whose mission it is to free all classes from the slavery of physical want, by the mediation of machinery and the facilities of rapid transit, are created by natural science. The evolution of the humanitarian sentiments, convictions and ideas, that are the stuff out of which our social organism emerges, and the foundation on which it rests, is accomplished by the vast process of inter-communication, portrayal and representation, known as modern literature. It seizes all the collisions of human society, from the trivial ones that form the staple of family gossip, up to the vast ones that overwhelm nations in their vortex. The individual may behold, in modern literature, himself portrayed in all the myriad phases of his humanity. Now, the common school has yielded to the blind impulse which has pressed

on it from without, and has expanded its course of study, so as to include an initiation into the technicalities of science and literature. Every year its curriculum is modifying so as to adapt it more fully to the wants of the individual in this epoch. His wants on the side of initiation into the humanities, and on the side of initiation into natural science, are better provided for from year to year. The higher education has yielded far less to this demand of the age. It has succeeded in repelling the collateral and information-giving studies from its preparatory course, and admits them only in the form of a supplement at the close of the course. The common school becomes more and more pervaded with the tone of these collateral studies; the higher education is changing in this direction, but quite slowly. Meanwhile, the influence of the higher education is such as to discourage a liberal education on the part of those who take the common school course. It is confessed on all hands that the bulk of the pupils who enter our colleges come from the private schools or "academies," and not from the public high schools. The cause of this is easy to see. The course of study in the public schools takes the pupil through the elements of collateral and information-giving studies before his preparation for college, while the curriculum of the college and its special feeders, the academies, does not reach those studies until after the five to seven years' apprenticeship in the purely disciplinary studies is completed. Should anything happen to break off the course of study marked out and tacitly prescribed for primary schools by our colleges, the pupil would leave school almost helpless as regards the conventionalities necessary to enable him to participate in practical life. The graduate of the public high school has been trained in the elements of English literature, universal history, the natural sciences, and modern languages, besides Latin, Greek, and mathematics. He does not enter college on equal terms with the graduate of the academy, for he has done much work for which he receives no credit in the college examination.

While granting in the most explicit terms the importance of classic study in education, it was held that science and modern literature should be introduced early into the course of study and continued to the end. A change in the requirements for admis-

sion to college is demanded, so that these shall include not only Latin, Greek, and mathematics, but also, general history, English literature, and the elements of natural science. This change would at once bring private schools and academies to the same course of study as the public high school, and then, if the college course were modified so as to adapt it to carry on and complete the work begun in preparatory schools, there would be unity and harmony where there is now disagreement between the two systems of schools.

President Eliot, of Harvard College, in a recent report (the 49th, 1873-74), shows that on an average for the past eight years, (1867-1874,) the relative proportions received into that college from different sources, were as follows:

58,	from Public Schools.
48.6	“ Endowed “
32.7	“ Private “
39.7	“ “ Tutors.
7.5	“ Other Colleges.

186.6 per annum: of whom, less than 31 per cent., came from public high schools. He remarks: “There are good reasons for the smallness of the quota of young men sent to college by the high schools. Most of our public schools are conducted on the principle of bringing every child, even the dullest, up to a certain moderate standard of excellence. To obtain this result, an amount of repetition and drill is necessary, which involves a grievous waste of time for the most intelligent children. These most intelligent children are precisely the ones who ought to go to college, and it is seldom their interest to remain in the regular classes of an ordinary public school. Such children are apt to be withdrawn from the high school, and fitted for college at an academy or by private tuition, unless the poverty of their parents forbids, or an exceptionally zealous and capable master in the high school makes personal sacrifices, as is not unfrequently the case, for the sake of fitting boys for college. Again, all the colleges require for admission a knowledge of Greek which it takes a boy of average intelligence a full year’s study to acquire. Now, it is plainly not the interest of the great

mass of boys and girls who go to high schools, to study Greek at all, and they do not study it: The teaching of Greek must, therefore, be maintained in a high school, at a considerable expense, for the benefit of only two, three, or four per cent. of the pupils." Accordingly he would recommend special public preparatory schools, somewhat after the plan of the Boston Latin School. The result would be a more complete isolation of the class seeking secondary education than even now prevails.

That the college course, which postpones its collateral and information-giving studies to the end, necessitates such an arrangement, is true. But the serious question is whether such a college course answers the needs of the country at this time. The following remarks of President Porter of Yale College are timely and wise:

"The course preparatory to college is, I regret to say, largely confined to special schools. This results especially in two disadvantages: 1. A division into clearly defined classes is introduced even in childhood between those who should stand as much as possible upon a common footing. 2. Those withdrawn thus to select schools have their attention diverted into a narrowed range of acquisition. When there should be a general training in the use of correct English, in the fundamentals of mathematics, in geography, in the facts and relations of natural history in its several departments, and in the outlines of at least one modern language, the lad is put at special and narrowing work. I mean to say, in other words, that Latin and Greek are begun too early, and pursued too exclusively, and that time which, during a certain interval, would be more economically spent in a wider range, is almost wasted by the present system. There is required of an educated man a background of common knowledge which the college-bred man rarely possesses for this very reason. There is needed, too, a foundation in correct intellectual habits, which the public school, with its wider view, is better fitted to give than the mere grammar school. There is needed, not less, a foundation in common sense, an acquaintance with common things and common people, and with the common aims and hopes of the masses, which the segregation of the prevailing method prevents. I look back to the years spent—unprofitably enough, indeed, and

under methods barbarous enough—in a certain old red school-house, as among the most valuable of my life for this very reason, and I believe that many will unite in like testimony. I will speak of certain general disadvantages of the method of segregation.

“And, first of all, as special schools are now constituted, both trustees and teachers strive toward high pressure. The result is that lads are kept almost exclusively on the dead languages, and on the routine of these during a period which exerts so vital an influence over them that spontaneity of growth is seriously checked.

“A direct outgrowth of this is the extreme wearisomeness of such a course. Who does not pity from the bottom of his heart the lad who, from ten to thirteen, is bound down to his Latin grammar, his Latin exercises, his Latin translations? And if we pity him, why should we not help him? The trouble is that his work has no connection with a living language, and that not even what connection might be brought out is shown. The process should be carried on side by side with an intelligent study of English, and it should never happen that only after years of study it should dawn on the pupil’s mind that the old, dead tongue is similar in structure to the language of his every-day life. Work so exclusively at specialties at so early a period is full of disadvantages and full of loss.

“The high pressure and the hard work result, thirdly, in mechanical habits of thought. The book is studied to be committed, and committed to be recited, and retained to be examined on, and not as intelligent knowledge which is to form part of the furnishing of a working mind. Now I concede that, as our system now stands, we can expect no immediate or thorough change to avoid these difficulties. In some of our larger cities boys may be successfully fitted for college entirely at the public schools, but not in the smaller towns and in country places. I therefore take the position that the public schools should be brought as nearly as may be into such efficiency that they may do much of the preparatory work, and that the young should be kept as long in them as may be, while some dependence is yet placed on private instruction or on select or funded schools for the final touches of academic preparation.”

The defect of the special preparatory schools into which the boys fitting for college are sent by those who do not patronize public schools for their children, is already pointed out in the above quotations. By this system, we are producing a stratum of highly educated people, who are not in sympathy with common schools, for the reason that their own education has been conducted in a system of schools established on a hostile basis.

Admission to the High School.

From the District School Course of Study to the High School Course, there were admitted 349 pupils, as follows :

At the examination—

In June, 1873	216
In September, 1873.....	12
In November, 1873.....	81
In January, 1874.....	29
In April, 1874.....	11
Total.....	349

Necessity of Public High Schools.

During the past twenty years, there has been an unparalleled growth in wealth and population, and still greater possibilities of commanding the services of nature. The construction of seventy thousand miles of railroad means a most radical change in society; it means the creation of a myriad of cities, where there were only villages before. It means the extension of urban life into the vast regions of country where before was only patriarchal simplicity. The railroad, with its accompanying telegraph, provides the daily paper for every one of its stations, and there is instant knowledge (for every inhabitant) of all events in the world of thought worth recording. This daily peep at the great world has rendered insipid the former dish of village gossip, and has done much to remove the distinction between country and town that once existed as an important element of social and political difference. But there is another phase of this influence of the railroad still more important. The railroad is the creation of commerce. Its most immediate influence on the country population is to stimulate them to division of labor and to exchange of products. It comes

to pass that a mutual interdependence of the individual upon society grows up quite rapidly. Where the farmer once obtained his food, clothing and shelter almost entirely from the products of his own farm, and thereby enjoyed a very limited number of luxuries at a great expense of labor unassisted by machinery, now the farmer exchanges directly his raw produce for the manufactured products of machinery and skilled labor. By this means a given amount of human industry accomplishes far more than before, and the wealth of society increases proportionately. This explains the immense growth of cities during the present century. Manufacturing has doubled once in seven years. Increased transit facilities have so abated the friction of exchange that the raw material has risen in value while the cost of the manufactured product to the consumer has decreased in the same ratio.

With all this increase of wealth and the facility of seeing and knowing, or the transmission of instant knowledge of events to any distance, people in the world have become closely related and dependent—each upon all. The railroad and telegraph have moved by far the greater part of the country into the city, and our national character has unavoidably changed and is still further changing. Not only our national character, but that of other nations all over the world is being modified essentially, by this means.

Certain well-marked social and political effects have resulted from this. Where each individual lives in comparative isolation from his neighbor, relations are very simple, and very little governmental influence is required. The political government is consequently very simple in a country where urban life has not been developed. After the railroad system has become a network over the country, relations of each to all have so multiplied, and rights have become so complex and intertwined, that the political government is a very delicate and difficult problem to adjust and solve, requiring the greatest insight and practical skill.

In the modern (urban) status of society, new vocations continually arise, one after the other, based upon the necessities of unity in the organism which society has become. Before any close unity existed between country and town, and while the

town was very small, its functions were very simple, and little was needed to regulate the same. But think for a moment of the business management of a railroad, requiring, as it does, a system of subordination of all the parts and members to one head directing it, so complete, that all shall be a perfect unit. What immense directive power is demanded to unify all the parts of the system and prevent accidents and the loss of property through carelessness and fraud! Think of the complex business of insurance, with its manifold departments, every one of which presupposes the organic unity of society and its elevation into urban life. A demand upon a highly educated class of laborers is occasioned by these complex relations which come into existence through the changes in the relation of the individual to society, which we have just now portrayed. Manifold vocations—some being commercial, some having for their end protection of society, its culture, or its amusement—have arisen from this source, and have come to demand immense stores of directive intelligence. Think only of the literary profession, including the journalists, printers and publishers, authors, book-makers, booksellers, telegraph employes, artists, including musicians, painters, sculptors, photographers, actors, etc.

The society and the State have changed in such a way as to make demands upon the individual different from those of former times. Under the new regime the life of each individual is dependent upon the social whole, and it is requisite for him to be continually alert and observant of the movements of society and obedient to its behests. Then, again, the political and social demand for such an enormous fund of directive power is even of greater import to the individual. In fact, in the former simple, patriarchal state of society it was not essential that the individual be educated to any considerable degree. If he could read and write, and understood a little arithmetic, he was educated beyond immediate necessities; for there was little to read, little to write, and not much arithmetical calculation required. Neither did he find much need of a disciplined will and habits of regularity, punctuality, and attention. When it rained, or after the harvest was cared for, he could lounge about the village store and exchange gossip over the trivial affairs of his neighborhood.

But with the new country life all is different. The railroad reduces all to rhythm. There must be regularity, punctuality, attention, and systematic industry. More than this, there must be an education far above the "three R's" in the great army of men who exert the directive power required to manage all the manifold complex relations that come to exist as a consequence of this instrumentality. Hence we see that modern society, resting, as it does, on the union of the country and town, or on the elevation of the country into a direct participation in urban life, demands as its necessary condition a system of popular education widely different from that required under its former status. Indeed, if the question be asked as to whether the modern State and modern civil society, constituted as it is, and is becoming to be, can exist without a system of public education, including High Schools, we are ready at this point to answer with a prompt and emphatic no. In a patriarchal state of society, such as finds itself in every mere agricultural country not penetrated by railroads or other transit facilities, it is obvious that there is no such social or political necessity for education, but only a general demand for it on the grounds of humanity—a mere sentimental basis, one might call it. But the closely organized society that grows into existence with the instrumentalities of commerce and inter-communication, finds popular education simply an indispensable provision.

In the accompanying report of Mr. Morgan, the Principal, a full exhibit is made of the present condition of this institution, and interesting facts are presented regarding the history of its Alumni.

Report of the Principal.

W. T. HARRIS, Esq., *Supt. of Public Schools, St. Louis.*

SIR,—I hereby submit the Annual Report of the High School for the year 1873-1874 :

Attendance.

The average attendance and the percentage of attendance are

higher, while in the number of tardinesses there is a decrease. The average percentage of attendance for sixteen years has been 96.5, as perfect attendance as it would seem desirable to seek. The average percentage of tardiness for the same period was but 1.87 of one per cent. : Table I. appended to this report will afford detailed information. Whenever a pupil is absent or excused the parent is notified, so that there should be no cases of unauthorized irregularity.

Enrollment.

Table II. (appended), shows that the school steadily increases in numbers ; for 1873-1874 there were 342 pupils in three classes.

Duration of School Life.

From Table III. it will be seen that the loss from June to September was smaller than usual, 32 pupils or 9 per cent.

From Table IV. it will appear that 85.1 per cent. of the pupils completed the year's work. Table V. shows the actual loss of good material to be but 16 or 4.6 per cent.

From Table VI. the retention of scholars will be made apparent by the increased ratio of the senior class to the number in the lowest class.

Table VII. gives the number examined and admitted at the examination in June.

Scholarship.

The results of the semi-annual examination are given in Table VIII., and are creditable.

Deportment.

The general deportment of the pupil is a matter for congratulation, not that they represent perfect men and women, but that they are more than ordinarily well-behaved young people who are daily acquiring command of themselves and such habits as promise usefulness in their lives as citizens.

Home Study.

Always trying to graduate the amount of effort required by the average ability and age of the pupil, the results do not greatly vary; it will not however, be valueless to tabulate the results (Table X).

Changes in Corps of Teachers.

During the year 1874-1875, the Board lost a faithful and successful teacher by the death of Mr. E. H. Currier, a gentleman endeared to all who met him in any of the relationships of life. To fill the vacancy thus created, Mr. B. V. B. Dixon was appointed.

Miss Julia A. Dutro was transferred to the Second Branch, but in September, 1874, was re-transferred to the High School. In September, vacancies were created by the resignations of Miss Leach, Miss Grossman and Mr. Heston, and by the transfer of Miss Tower. These vacancies were filled by the transfer of Miss Brey from the First Branch, of Mrs. Richardson from the Third Branch, of Mr. Jameson from the Second Branch, and by the appointment of Mrs. E. von Willich, as French teacher.

The necessity for the resignations is to be regretted, but the Board has reason to congratulate itself upon being able to supply the services of teachers who had previously had acquaintance with High School work.

The Graduating Class.

Diplomas were granted to fifty-seven pupils, whose average age was 17.4 years. (Boys, 17.8 years, Girls, 17 years.) The scholarship at the Washington University was conferred upon Finley H. McAdow.

The usual table of scholarship, deportment, and attendance of the Graduating Class, is appended, as well as a table giving comparative results. As our marking represents work required from the class, instead of that demanded from the pupil as an individual, 77.4 per cent. for four years with a class of 57 is highly creditable.

NAMES.	P. C. Scholarship.	P. C. Attendance.	P. C. Department.	Days absent				Times tardy				Discredits.			
				Junior.	Second.	Third.	Senior.	Junior.	Second.	Third.	Senior.	Junior.	Second.	Third.	Senior.
1. Aderton	56.1	89	81.6	13	27	6	46	1	1	1	1	25	5	23	55
2. Bell	64	93.6	91.6	7	7	2	16	1	1	1	1	13	4	8	25
3. Bittmann	82.5	97	93	2	2	2	3	1	1	1	1	3	2	10	15
4. Brown	82.3	98.2	87.7	2	6	8	7	1	1	1	1	1	4	10	34
5. Bulkley	87.8	98.5	98.7	5	1	1	7	1	1	1	1	1	1	1	3
6. Burgess	83.1	99	97.5	3	1	4	4	1	1	1	1	4	3	3	10
7. Campbell	72.2	99.6	94.6	6	3	9	7	1	1	1	1	7	6	3	16
8. Chase	78.5	94.3	93.6	6	3	9	8	11	1	1	1	10	6	16	32
9. Dixon	71.5	97.6	69.3	1	1	2	7	1	4	5	2	14	39	39	92
10. Durkee	86.3	98.7	97.2	4	3	16	17	2	2	2	2	9	1	1	17
11. Earley	78.5	97.7	90.7	10	1	5	14	1	1	1	1	4	2	4	10
12. Epstein	65.9	93.3	96.6	2	4	8	14	1	1	1	1	4	2	4	1
13. Elstermann	74.1	99.6	97.6	1	1	1	1	1	1	1	1	1	1	1	7
14. Fisse	80.1	99.6	95	5	5	5	5	1	1	1	1	3	7	7	21
15. Flach	61.9	98.6	90.3	5	5	5	5	1	1	1	1	3	7	7	21
16. Fleak	67.9	88	92.3	3	3	3	3	1	1	1	1	6	6	6	18
17. Gauss	85	96.3	89	5	1	1	8	1	1	1	1	3	3	3	9
18. Goodlett	68.1	98.2	92	5	2	1	8	1	1	1	1	9	3	2	8
19. Graham	83.7	99	100	1	1	1	1	1	1	1	1	1	1	1	1
20. Griffith	83.1	99.6	91	1	1	1	1	1	1	1	1	7	9	11	27
21. Hammon	72.8	98.3	99.6	1	2	3	3	1	1	1	1	1	1	1	3
22. Hicks	75.4	93.7	98	3	2	5	5	1	1	1	1	3	4	1	8
23. Holland	67.3	98.5	84.2	3	2	6	3	1	1	1	1	2	5	23	30
24. Huff	80.3	92.7	87	8	4	6	3	2	1	1	1	3	18	20	12
25. Hurton	75.4	91	95.2	2	4	6	10	18	1	2	9	6	18	7	4
26. Janssen	72.8	99	88.6	2	2	2	2	2	1	1	1	6	11	17	34
27. Jones	63.5	94	92	18	6	8	13	3	1	1	1	3	14	7	6
28. Kennedy	77.4	90.2	93	12	7	1	12	32	1	1	1	1	5	9	7
29. Knox	76.4	100	99.7	2	2	2	2	2	1	1	1	1	1	1	1
30. Koch	85.2	98	91.2	2	3	5	5	1	1	1	1	4	5	4	6
31. Lee	89.2	99	99.2	1	3	4	4	1	1	1	1	3	3	3	3
32. McAdow	89.6	99	97.6	1	1	1	1	1	1	1	1	1	1	1	1
33. McDowell	92.4	99.2	100	2	2	2	2	1	1	1	1	2	5	5	12
34. McKenna	83.8	94	96	3	8	5	16	1	1	1	1	4	5	14	33
35. Manny	79.5	97.7	86	3	3	2	5	1	1	1	1	3	4	5	14
36. Marlowe	71	89.5	92.5	20	5	3	12	40	1	2	1	3	4	17	1
37. Morgan	83.8	96.5	99.5	5	7	3	9	24	3	3	3	9	1	1	2
38. Mitchell	68.2	95	69.6	2	4	2	8	8	6	14	8	28	55	91	56
39. Noyes	90.6	96.6	99.3	2	3	2	7	1	1	1	1	1	1	1	2
40. Peters	72.1	95.6	99.6	14	1	1	16	1	1	1	1	1	1	1	1
41. Pryor	88.5	98	100	2	2	2	2	2	2	2	2	2	2	2	2
42. Richardson	75	91.2	95.5	8	17	6	51	6	5	6	16	1	2	7	16
43. Rowe	78.5	99.5	90.5	1	1	1	1	2	1	3	7	11	10	10	38
44. Schnurrmacher	76.5	100	84.7	1	1	1	1	1	1	1	1	7	11	21	22
45. Sherrick, B	84.7	99	97	1	1	2	3	1	1	1	1	3	2	4	9
46. Sherrick, I	79.4	97.3	95.3	1	1	4	6	1	1	1	1	2	2	10	14
47. Shields	75.6	93.5	97.5	4	4	4	4	1	1	1	1	5	5	5	15
48. Sproull	81.3	94.2	100	1	1	2	4	1	1	1	1	1	1	1	1
49. Tiernon	71.6	94.3	69	3	3	3	3	1	4	5	39	28	26	93	55
50. Trevor	78.5	99.2	89.9	1	1	1	1	1	1	1	1	1	1	1	1
51. Tschudi	78.9	98.7	98	1	3	1	5	1	2	3	6	1	1	1	8
52. Tutt	79	96.2	93.2	8	5	13	2	2	2	3	1	6	17	27	28
53. Wamsganz	72.6	95.3	92	10	9	120	1	1	1	1	1	3	5	16	24
54. Waters	89.5	96.7	78.5	1	2	11	1	1	1	1	1	4	3	23	26
55. Weigel	82	99.3	95.6	1	1	1	1	1	1	1	1	4	1	5	10
56. Whitaker	73.3	96	97	8	5	2	15	4	3	7	1	8	2	1	12
57. Wilson	70.4	96.2	93.7	6	4	3	4	17	1	1	1	4	4	4	11

Comparative Record of Classes from 1868 to 1874.

YEAR.	No. in Class.	Per cent. Scholarship.	Per cent. Deportment.	Per cent. Attendance.	No. Perfect in Deportment.	No. Perfect in Attendance.	Av. No. of Checks.	Av. No. of Absences.	Av. No. of Tardinesses.	Average Age.
1868	37	86.3	94.9	93	12	.....	35.8	16	4.7	18.3
1869	40	86.2	85.5	94.3	6	3	54.6	19.1	6.1	18.2
1870	41	84.6	83.1	97.1	5	.....	58	16.7	6.4	18.6
1871	42	80.6	97.1	90.3	5	2	24.1	17	4.9	18.2
1872	28	82.5	95.8	91.7	3	.....	21.1	16.5	4.4	18.3
1873	53	77	87.8	89.9	4	.....	47.9	17.3	4.4	18.1
1874	57	77.4	92.7	96.6	6	2	24.9	9.7	2.5	17.4

Text Books.

As a portion of the community seem to suppose the changes in the text-books in the Public Schools, to be more frequent than is actually the case, I add to the list which appears in the Appendix, the dates of introduction of books now in use. (p. cxlv.)

Personally, I regard change as something to be avoided, unless the defects of books in use are too numerous to be corrected, or unless the claims of any new candidate for favor are *unmistakably* superior to those of the books which it would displace.

Graduates.

The class of 1874 made the 17th class to which diplomas have been given—the average size of classes—

From 1858 to 1874 was.....	29.4
“ 1858 “ 1865 “	17.3
“ 1866 “ 1874 “	40.1
1874.....	57.

From this it will be seen, that there has been a gratifying increase in the number of those who remain to complete their course. A glance at Table VI. will show how much of this increase is due to the growth of the whole system, and how much

to the steadily growing reputation of the school. The whole number of graduates is 500.

The graduates of the school in 1866 formed themselves into an Alumni Association, whose object was expressed in the preamble to their constitution: "We, graduates of the St. Louis Central High School, desirous of cherishing the memories of the past, and uniting by ties of fellowship and good-will those who annually come forth from our Alma Mater; for the purposes of self-cultivation, social intercourse, and above all for the promotion of the cause of popular education, as the surest basis of public happiness, form ourselves into an organization to be governed by the following articles." During the summer of 1874, the Association obtained articles of incorporation, and included in its membership only such graduates as formally expressed an interest in the objects of the society. The Association has given eight annual entertainments, the enjoyment of which has been extended to the community at large. The programme for 1874 was:

- 1.—Introduction.....President Leo Rassieur.
- 2.—Instrumental DuetWeber's Rondo in E♭
MISSSES NELLIE STRONG AND CLARA TAUSSIG.
- 3.—A Poem—"Cupid and Psyche,".....Francis E. Cook.
- 4.—Vocal Solo.....Miss Julia Krug.
- 5.—Address—"The Decline of Self-Government."Nath. Myers.

The present officers of the association are:

President—W. J. S. BRYAN, Class of 1869, High School.
Vice-President—CHAS. E. ILLSLEY, Class of 1861, St. Louis Mut. Building.
Cor. Secretary—Miss LILLIE ROWE, Class of 1874, 2811 Pacific St.
Rec. Secretary—RICHARD FENBY, JR., Class of 1865, Sam'l Fenby & Co.
Treasurer—NEWLIN CHAPMAN, Class of 1870, Seventh and Market Sts.

The Executive Committee, consisting of two members from each class, are:

Class of 1858—Mrs. Halcyon Childs.....2319 Eugenia St.
 Giles C. Letcher225 Pine St.
 " " 1859—
 G. A. SpannagelFourteenth and Market.
 " " 1860—Miss Delia M. Brey.....2649 Olive St.
 Leo Rassieur513 Chestnut St.

Class of 1861—	Miss Sophie T. Martin.....	927 N. Seventeenth St.
	Chas. E. Illsley.....	St. Louis Mutual Building.
" " 1862—		
	Almon B. Thompson.....	513 Olive St.
" " 1863—	Mrs. M. E. Sproull	Olive, bet. 22d and 23d.
	Wm. C. Dyer	1011 N. Nineteenth St.
" " 1864—	Mrs. A. Brookmire	2733 Lucas Ave.
	Dr. E. M. Nelson.....	3001 Easton Ave.
" " 1865—		
	Richard Fenby.....	Samuel Fenby & Co.
" " 1866—	Mrs. A. A. Thompson....	1803 Olive St.
	Nathaniel Myers.....	Fourth and Olive St.
" " 1867—	Miss Mary H. Chidester..	2718 Stoddard St.
	Dr. Jas. A. Campbell....	1731 Morgan St.
" " 1868—	Miss Julia A. Dutro.....	2902 Lucas Ave.
	Dr. Washington E. Fishel	924 N. Sixth.
" " 1869—	Carrie E. Histed	913 Autumn St.
	A. G. Easton	3154 Easton Ave.
" " 1870—	Miss V. E. Stevenson....	2109 Walnut St.
	Ellis Pepper.....	Custom House.
" " 1871—	Miss Cordelia M. Schiefer.	3016 Pine Street.
	Walter H. Trask.....	Allen & Hoffman's.
" " 1872—	Miss Lucy N. Page.....	3523 Lindell Ave.
	Frank Hicks.....	2111 Clark Ave.
" " 1873—	Miss Addie Johnson.....	Franklin School.
	Lyman W. Allen.....	212 S. Twenty-first St.
" " 1874—	Miss Belle Sherrick	1124 Locust.
	M. W. Huff.....	212 S. Twenty-first St.

But the value of the school is not confined to its graduates. Many boys and girls, whose necessities forbid a four years' course, have remained three years, two years, one year, or a part of a year and have profited by what their circumstances allowed of their gaining. Were all those who enter the school to remain throughout the course, the indication would be that they represented only the well-to-do; naturally only successful students will be led by their interest or ambition to give the time or make the self-denial, which such a course implies. In the last report there was published a catalogue of all who had been members of the school since its foundation in 1852; the nature of this undertaking rendered it necessarily incomplete, but the general bearing of this testimony was to vindicate the assertion that the school

has done much valuable work for those whose pupilage did not extend throughout the four years. Furthermore, the great diversity of occupations justifies the wisdom of the School Board in arranging a course of study adapted to the general wants of all people, rather than to the special wants of the accountant, the geologist, the linguist, or the philosopher. From the catalogue referred to it appears that from 1855 to 1873 there had been 2,536 pupils (1,247 boys and 1,289 girls), 248 of these belonged to more than one class (100 boys and 148 girls). This duplication is, however, more than compensated for by the membership from 1852 to 1859, and the errors from 1855 to 1859—defects of the catalogue due to the loss at the office of the School Board of the Annual Register covering that period. The relative length of school-life, expressed in the form of percentage, was :

	One Year or Less.	Two Years or Less.	Three Years or Less.	Four Years or Less.	Graduated.
From 1858—1873.....	46.9	21.8	10.2	21.1	20
“ 1858—1865.....	51.9	22.5	10.4	15.2	16
“ 1866—1873.....	44.2	21.4	9.2	25.2	22.4
1873.....	41.2	23.9	8.9	26	24.3

The summations of the catalogue having been hurried by the suddenness of the call, I present them as corrected.

TOTAL BY CLASSES.

YEARS.	BOYS.		GIRLS.		TOTAL.
1873.....	107	....	128	....	235
1872.....	78	....	108	....	186
1871.....	83	....	100	....	183
1870.....	67	....	84	....	151
1869.....	60	....	83	....	143
1868.....	63	....	84	....	147
1867.....	47	....	97	....	144
1866.....	86	....	82	....	168
1865.....	84	....	49	....	133

HIGH SCHOOL.

YEARS.	BOYS.	GIRLS.	TOTAL.
1864.....	93	67	160
1863.....	94	94	188
1862.....	79	76	155
1861.....	78	55	133
1860.....	36	16	52
1859.....	18	11	29
1858.....	10	5	15
Admitted 1856.....	33	34	67
" 1855.....	38	34	72
" before 1855.....	93	82	175
<hr/>			
TOTAL.....	Boys, 1247	Girls, 1289	— 2536
Pupils in more than one class.....	100	148	— 248
Different Pupils.....	1147	1141	— 2288

B O Y S .

Business.....	430 or 61.4 per cent.
Professions.....	179 " 25.1 "
U. S. Service.....	33 " 4.7 "
Public Service.....	18 " 2.6 "
Trades	29 " 4.1 "
Miscellaneous	11 " 1.6 "
	<hr/>
	700
Dead.....	47
Removed	9
Not yet heard from.....	491
	<hr/>
	1247

G I R L S .

	1855—1865. (Aged now 26 to 36).	1866—1873. (Aged now 18 to 26).
Married.....	141	130
At Home.....	32	116
Teaching.....	..	..
Clerks.....	1	..
Art Students .....	..	2
Students .....	..	33
Singers .....	..	1
Music Teachers.....	..	2
Dead.....	28	12
Removed	5	14
Not heard from.....	225	275
Have been Teachers	146	251

The diversity of employments is shown by the 107 classes required for disposing of the boys; their success would seem to justify the wisdom of the Board in its provision of a course

adapted to the general wants of all students rather than one limited to the particular needs of the specialist. I add the classification.

BUSINESS—

Agents, Insurance.	7	
“	2	
“ R.R.	1	
“ Travelling.	2	
“ Real Estate.	3	
	<hr/>	15
Bookkeepers.		45
Bankers.		3
Brush Makers.		1
Brokers.		5
Clerks, Bank.	7	
“ Express.	2	
“ R.R.	8	
“ Drug.	1	
“ Money.	1	
“ Tellers.	2	
“ Confidential.	1	
“	185	
	<hr/>	207
Cashiers, Bank.	1	
“	5	
	<hr/>	6
Collectors.		1
Conductor R.R.		1
Druggists.		8
Grocers.		8
Jeweler.		1
Livery Stable.		1
Manufacturers.		14
Managers.		1
Merchants.		20
Millers.		1
R.R. Superintendent.	1	
R.R. Secretary.	1	
R.R. Ticket Agent.	1	
R.R. Assistant Treasurer.	1	
R.R. Treasurer.	1	
	<hr/>	5
Salesmen.		23
Steamboating.		4
Secretaries.		3
Undertakers.		

PROFESSIONS—

Medical—Physicians.....	20	
“ Students.....	5	25
Legal—Lawyers.....	44	
“ Students.....	8	
“ Notaries.....	2	54
Theological—Ministers.....	7	
“ Students.....	1	8
Civil Engineering.....		8
Architects.....		2
Draughting.....		1
Building.....		2
Bridge Building.....		1
Surveying.....		1
Education.....		25
Dentistry.....		1
Editing.....		5
Drama.....		1
Lecturing.....		1
Students.....		41
Art Students.....		1
Reporters.....		2

U. S. SERVICE—

Judge Circuit Court.....	1	
Custom House.....	1	
Navy.....	5	
Naval Academy.....	3	
Army.....	5	
West Point.....	2	
Teller Treasury.....	1	
Clerks “.....	5	
Coast Survey.....	2	
P. O. Money Clerk.....	1	
Cashier Int. Rev.....	1	
Clerk U. S. Collector.....	1	
Clerk U. S. Court.....	1	
Smithsonian.....	1	
Letter Carrier.....	1	
Land Agents.....	2	33
Dead.....		47
Removed.....		9
Not heard from.....		483
Farmers.....	9	
Drovers.....	1	
Teamster.....	1	11

PUBLIC OFFICERS—

City Weighers.....	2	
Justices of the Peace.....	3	
County Auditor.....	1	
Secretary of State.....	1	
Clerk City Collector.....	1	
Deputy City Marshal.....	2	
Assistant County Engineer.....	1	
" Road Superintendent.....	1	
" Librarians.....	5	
Coroner.....	1	18

TRADES—

Bricklayers.....	1	
Blacksmiths.....	1	
Carpenters.....	4	
Decorators.....	1	
Foundrymen.....	1	
Gas Fitters.....	1	
Lithographers.....	1	
Machinist.....	1	
Painters.....	4	
Plumbers.....	1	
Printers.....	6	
Pattern Makers.....	1	
Stone Cutters.....	1	
Telegraphers.....	1	
Varnishers.....	1	
Wagon Makers.....	2	
Whiteners.....	1	29

Course of Study.

The present course of study and the course as recently revised by the Board are given.

1. Language.....Latin, or Latin and German..... Junior Year.
 Latin or German..... Second Year.
 Latin or German or French..... Third and Fourth
 Years.
2. Mathematics..Algebra..... Junior Year.
 Geometry..... Second Year.
 Trigonometry..... Third Year.
 Analytical Geometry & Astronomy,
 or Review Mathematics..... Senior Year.

History.....	Third.
Bookkeeping (optional).....	
Constitutional U. S., (elective.)...	
Philosophy (optional).....	Senior.

Changes Made.

Junior: Physical Geography transferred to Grammar Schools. German and Analysis made elective, all pupils taking either the one or the other. N.B.—The pupil who elects German must pass an examination on the complete course of study in German in the District Schools.

Second: Chemistry and Physiology transferred to Third Year. Art added as an elective study. Natural Philosophy carried throughout the year.

Third: Mineralogy and Geology transferred to Senior Year, and replaced by Chemistry and Physiology. Bookkeeping introduced from previous year. Manual of Art transferred to Second Year. N.B.—In this year Anglo-American classes in German are formed and the German-Americans replace German by the elective studies.

Senior: Geology and Zoology (electives)* introduced from Third Year. Chemistry (optional)* added.

Members of Committee on High School.

As part of the history of the High School it seems desirable to make record of the gentlemen who until the discontinuance of this Committee of the Board, had more especial charge of the interests of the school.

1856—Solon Stark,	George Partridge,	Dr. C. W. Stevens.
1859—Dr. Chas. A. Pope,	John F. Thornton,	Wm. W. Greene.
1860—Dr. Chas. A. Pope,	John F. Thornton,	Washington King.
1861—Dr. Chas. A. Pope,	Washington King,	Gen. F. P. Siegel.
1862—Dr. Chas. A. Pope,	Washington King,	Gen. F. P. Siegel.
1863—J. P. Ravold,	Isaac L. Garrison,	Felix Coste.

* *Optional* studies will be taken up when there are enough pupils to justify the formation of a class—while one may use his pleasure as to beginning such work; it is understood that after beginning the work is not to be dropped at the pleasure of the pupil.

Elective studies are such as may be substituted for each other.

1865—Isaac L. Garrison,	Dr. C. W. Stevens,	Dr. John Conzleman.
1866—Isaac L. Garrison,	C. W. Irwin,	Dr. John Conzleman.
1867—C. W. Irwin,	Dr. C. L. Lips,	Dr. Isalah Forbes.
1868—Dr. A. S. Barnes,	F. Partenheimer,	Dr. John Hartmann.
1869—C. W. Irwin,	Dr. John Hartmann,	Jas. D. Maguire.
1870—Richard Ennis,	Thomas Hayward,	Dr. W. H. Cooper.
1871—Richard Ennis,	Wm. D'Oench,	Philip Stremmel.
1872—Wm. D'Oench,	H. M. Starkloff,	Thomas Richeson.

Respectfully submitted,

H. H. MORGAN,
Principal.

Appendix to Report of Principal.

ATTENDANCE.

TABLE I.

Showing the attendance of the school for each quarter.

	Different pupils.	Average belonging.	Average attendance	Per cent. attendance	Not absent.	Not tardy.	No. of tardiness.	Per cent. tardiness.
First Quarter....	300	284	278	97.8	191	249	54	.68
Second "	304	300	294.2	98	201	130	174	1.16
Third "	341	306	300	98	211	223	118	.76
Fourth "	342	247.9	291.8	97.9	188	252	90	60.6
For the year.....	342	296.9	291	97.9	109	208	436	80.1
1859—1873.....	311.9	272.9	251.1	96.5	64.6	152.1	584.8	1.87
1859—1866.....	304.3	244	233	94.9	41	88	718	1.48
1866—1873.....	356.9	312.1	293.4	96.1	85.4	200	455.6	1.28
1873.....	355	302.3	293.4	97	72	94	503	1.28

TABLE II.

Showing the number of Scholars in High School for each year since its establishment, February 11, 1853, (excluding Junior Class.)

YEARS.	Second Class.			Third Class.			Senior Class.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1853.....	..	..	..	..	..	..	..	..	..	..	..	..
1853-4...	23	14	37	..	..	..	..	..	..	23	14	37
1854-5...	11	15	26	10	9	19	..	..	..	21	24	45
1855-6...	10	27	37	8	10	18	..	..	..	18	37	55
1856-7...	30	35	65	12	16	28	..	..	..	42	51	93
1857-8...	40	35	75	7	10	17	8	5	13	55	50	105
1858-9...	40	28	68	19	6	25	7	6	13	66	40	106
1859-60...	43	31	74	18	11	29	16	6	22	77	48	125
1860-1...	45	42	87	20	22	42	19	9	28	84	73	157
1861-2...	31	19	50	21	19	40	12	8	20	64	46	110
1862-3...	52	23	75	15	9	24	15	5	20	82	37	119
1863-4...	34	48	82	19	15	34	9	7	16	62	70	132
1864-5...	26	50	76	17	29	46	10	11	21	53	90	143
1865-6...	30	40	70	16	33	49	14	24	38	60	97	157
1866-7...	28	43	71	19	27	46	12	21	33	59	91	150
1867-8...	45	45	90	31	21	52	16	25	41	92	91	183
1868-9...	47	51	98	28	33	61	17	26	43	92	110	202
1869-70...	39	51	90	26	42	68	21	25	46	86	118	204
1870-1...	59	67	126	23	25	48	17	30	47	99	122	221
1871-2...	66	89	155	36	45	81	12	21	33	114	158	269
1872-3...	81	128	209	32	53	85	22	39	61	135	220	355
1873-4...	91	111	202	28	47	75	20	45	65	139	203	342

TABLE III.

Comparing by years the loss of pupils from June to September.

	1871.	1872.	1873.	1874.
Engaged in teaching	1	1	....	2
" At work ".....	3	2	21	9
Transferred to other Public Schools	1	....	20	5
" " Schools.....	....	....	1	2
Withdrawn because of non-promotion	24	29	2	5
Removed from city.....	3	....	3	4
Absent—cause unknown.....	6	....	4	2
Health.....	....	....	....	3
Total.....	38	32	51	32
	Equals 9 per ct.	Equals 8 per ct.	Equals 14 per ct.	Equals 9 per ct.

TABLE IV.

Showing the Character of Attendance for each Year.

YEAR.	Number Enrolled.	Average Number Belonging.	Per cent. Number Enrolled who Remained during entire Year.	Average Number Attending.	Per cent. Attendance.	Number Discharged.	Per cent. Discharged.	Per cent. Remaining.	Number not Absent.	Number not Tardy.	Number Absent Once.	Number Tardy Once.	Per cent. Tardiness.
1859.....	384	296	78	252	95	136	35	65	44	96	64	128	1.4
1860.....	386	306	79	252	95	112	29	71	58	127	21	59	1.3
1861.....	318	245	73	234	96	105	33	67	76	166	27	50	1.95
1862.....	330	170	74	163	87	....	43	52	....	....	....	....	1.5
1863.....	276	232	87	225	91	72	26	74	55	45	20	35	2.9
1864.....	268	220	83	211	95	91	45	55	39	63	16	55	1.3
1865.....	273	236	86	226	96	69	25	75	46	153	23	58	1
1866.....	256	231	83	222	96	96	34	66	51	191	24	43	.6
1867.....	281	247	90	238	96	60	21	79	58	190	36	50	.92
1868.....	353	304	86	289	95.5	80	23	77	50	212	40	71	.81
1869.....	375	324	86	311	91	83	24	76	82	203	78	69	.76
1870.....	391	327	83.6	311	95.6	112	28	72	79	237	89	68	.5
1871.....	404	343	85	329	96.1	114	28	72	96	267	41	70	.52
1872.....	410	337.8	82.4	327.9	97.2	137	33	67	78	264	36	57	.64
1873.....	455	362.3	85.1	363.4	97	86	24	76	72	191	27	64	1.28
1874.....	342	296.9	85.1	291	97.9	51	14.9	85.1	109	208	45	61	.80
1859—1873.....	332.3	276	82.7	263.5	95.5	90.8	30.4	69.6	60.2	170	38.7	64.8	1.09
1859—1865.....	304.3	344	80	233	94.9	104.1	34.4	65.6	....	....	....	....	1.48
1869—1873.....	356.8	333.3	85.1	290	95.8	86.5	26.8	73.1	70.7	216	46.3	64.5	.75

TABLE V.

Generalization of item "withdrawals during year."

Total number of pupils withdrawn.....	51
Less transfers.....	2
Actual withdrawals.....	49
In percentage.....	14 per cent.

Causes for withdrawal.

Health.....	4
Removal.....	6
"Work".....	19
Deficient scholarship.....	6
Unknown.....	11
Teaching.....	2
Death.....	1
	49

Of these pupils there have returned, in fall of 1874-75, six, so that the loss to the school from withdrawal is reduced to 45 pupils, and of these, 16 were in good standing for scholarship.

DISTRIBUTED BY CLASSES.	Girls.	Boys.	Total.
Senior.....	2	5	7
Third	6	6	12
Second.....	13	19	32
Total.....	21	30	51

TABLE VI.

Showing the ratio of each class to the whole school.

YEARS.	SENIOR.	THIRD.	SECOND.
1874.....	18.5	18.5	63
1859-1873.....	10	15.6	29.3
1859-1865.....	7.9	12.9	27
1866-1873.....	12.5	17	31.5

TABLE VII.

Admissions to the school.

The grading of the schools having been changed, and the junior class assigned to the Branch High Schools, I have to report only the results of the examination, held at the close of the year, for admission to the second class.

	No. I.	No. II.	No. III.	No. IV.	No. V.	Total.
Number offered for examination..	26	48	15	31	16	36
Number absent.....	1	2	1	...	1	5
Number admitted.....	25	45	14	31	8	123
Number rejected.....		1	...	...	7	8

TABLE VIII.

Semi-Annual Examination.

STUDIES.	CLASSES.	No. Examin'd.	Per Ct.
I. Language.....	Whole School.....	310	66.1
	Seniors.....	71	58.4
	Thirds.....	81	66.7
	Seconds.....	158	67.9
II. Mathematics.....	Whole School.....	228	74.3
	Seniors.....	73	73.6
	Thirds.....	18	80.3
	Seconds.....	137	70.3
III. Natural Science.....	Whole School.....	156	75.8
	Seconds.....	156	75.8
IV. Literature.....	Whole School.....	223	69.7
	Seniors.....	175	67.7
	Thirds.....	48	74.9
	Seconds.....	....	....
V. Miscellany.....	Whole School.....	97	68.8
	Seniors.....	29	70.5
	Thirds.....	68	64.3
I. Latin.....	School.....	138	66.8
	Seniors.....	11	60.8
	Thirds.....	30	68.6
	Seconds.....	97	71.1
German.....	School.....	77	70.2
	Seniors.....	23	65.8
	Thirds.....	14	73.8
	Seconds.....	40	70.9
French.....	School.....	67	69.8
	Seniors.....	32	59
	Thirds.....	35	80.5
Greek.....	School.....	28	57.6
	Seniors.....	5	48
	Thirds.....	2	57
	Seconds.....	21	67.7
II. Analytical Geometry.....	Seniors.....	5	69.2
Reviewed Mathematics.....	Seniors.....	68	75.8
Trigonometry.....	Thirds.....	18	80.3
Geometry.....	.....	137	70.3
III. Physiology.....	Seconds.....	43	75.5
Natural Philosophy.....	Seconds.....	113	76.3
IV. History of Literature.....	Seniors.....	59	72.2
Shakespeare.....	Seniors.....	59	67.9
Rhetoricals.....	Seconds.....	....	....
Rhetoricals.....	Thirds.....	48	74.9
Rhetoricals.....	Seniors.....	57	63.1
V. Mental Philosophy.....	Seniors.....	7	81
History.....	Thirds.....	68	64.3

An average of 70.9 per cent. for 1,014 separate papers will appear creditable to such as are familiar with our method of marking.

ST. LOUIS PUBLIC SCHOOLS.



TABLE IX.
Deportment.

	1869.	1870.	1871.	1872.	1873.	1874.
Number of Pupils.....	375	391	404	410	355	342
Per cent. good conduct	96.4	97.6	97.7	96.6	97.2	97.6

TABLE X.
Home Study.

	AGE.		Hours per Day.
	Years.	Months	
School.....	16	..	1.248
Boys	15	9	1.280
Girls	17	9	1.227
Senior Class	17	4	1.32
Boys	17	8	1.99
Girls.....	17	2	1.05
Third Class	16	11	1.335
Boys.....	16	9	1.185
Girls.....	17	1	1.44
Second Class.....	15	10	1.277
Boys	15	8	1.20
Girls	16	..	1.5

TABLE XI.
Showing the percentage of whole number in each class, that closed their school life in the several years of the course.

	1861	1862	1863	1864	1865	1866	1867
Junior not Seconds	43.6	49	47.3	64.4	54.9	49.4	40.9
Seconds not Thirds	27	20.6	27.6	17.5	19	22	27.1
Thirds not Seniors.....	08.2	18	07.9	07.5	10.5	06.5	11.1
Seniors.....	21.2	12.4	17.2	10.6	15.6	22.1	20.9
Graduated.....	15.9	10.9	14.3	06.8	14.2	16.1	22.2

	1868	1869	1870	1871	1872	1873	1861-65	1866-73
Juniors not Seconds.....	41.4	43.3	35.7	44.2	49.4	41.2	51.9	44.2
Seconds not Thirds	17	18.8	21.7	18.5	24.2	22.9	22.5	21.4
Thirds not Seniors.....	06.8	07.6	11.8	11.4	08.6	09.8	10.4	9.2
Seniors.....	34.8	30.3	30.8	25.9	17.8	26.1	15.2	25.2
Graduated.....	25.1	28	26.5	23	15	23	12.6	20.6

TABLE XII.

Classes Carried Forward by Quarters.

YEARS.	First Quarter.				Second Quarter.				Third Quarter.				Fourth Quarter.			
	Senior.	Third.	Second.	Total.	Senior.	Third.	Second.	Total.	Senior.	Third.	Second.	Total.	Senior.	Third.	Second.	Total.
1859.....	18	28	71	117	17	29	62	108	14	31	50	95	13	26	40	79
1860.....	23	31	73	127	22	31	71	124	21	31	67	119	21	33	59	113
1861.....	30	40	89	159	27	40	91	158	26	38	85	149	26	36	79	141
1862.....	20	41	50	111	18	40	43	101	18	30	38	86	..	..	..	..
1863.....	28	24	55	107	29	24	55	108	27	22	51	100	26	19	46	91
1864.....	16	34	80	130	16	34	76	126	16	32	66	114	16	30	56	102
1865.....	21	44	75	140	21	38	73	132	21	37	68	126	21	42	65	128
1866.....	36	48	68	152	34	46	64	144	34	42	63	139	31	40	56	126
1867.....	33	45	70	148	32	45	72	149	33	44	72	149	32	45	69	146
1868.....	41	49	86	176	41	50	84	175	40	49	80	169	38	47	74	159
1869.....	42	61	96	199	42	58	95	195	41	54	90	185	40	51	85	176
1870.....	46	67	87	200	45	66	81	192	44	62	71	177	43	58	64	165
1871.....	47	48	124	219	47	45	123	215	47	43	117	207	44	42	113	199
1872.....	32	79	152	263	31	76	142	249	31	71	138	240	28	68	125	221
1873.....	61	85	202	348	60	78	192	330	59	76	184	319	58	72	164	294
1874.....	64	60	176	300	61	59	191	311	59	73	190	322	58	70	181	309

TABLE XIII.

Corresponding to Table II, Appendix to Report of the Superintendent.

YEARS.	Days Attendance.											Total.	Not Absent.	Not Tardy.	Tardinesses.	Readmitted.	Transferred.	Total Enrolled.
	200.	180-200.	160-180.	140-160.	120-140.	100-120.	80-100.	60-80.	40-60.	20-40.	1-20.							
1859-1873	66	132	36	18.5	13	10.2	10.7	8.7	11	7.5	9	312.2	58.7	151.2	584.4	464	36	312.3
1859-1865	68.4	99.5	40.2	18.4	12.8	10.3	9.2	8.8	10.8	4.8	6.4	270.7	46.8	99.1	719.7	35.7	..	270.7
1866-1873	64.1	166	31.8	18.5	13.2	10.1	12.1	8.7	11.1	10.2	11.5	353.8	70.5	203.1	448.8	535	36	353.8
1873.....	65	164	33	23	12	5	12	6	5	4	15	344	72	194	503	95	11	335
1874.....	77	172	12	13	12	7	21	7	6	5	8	340	77	209	436	71	2	342

From 1859-1873.....160.1
 1859-1865.....163
 1866-1873.....155.5
 1873.....158.6
 1874.....160.8

TABLE XIV.

Supplementary to Table III, Superintendent's Appendix..

YEARS.	12.	13.	14.	15.	16 and over	Total.	Received by Transf.	Total.	Average Age.	Percent. at each Age.				
										12.	13.	14.	15.	16 and over.
1859-1873.....	8.1	19	47.6	76.9	166.2	314.6	17	317	15.6	2.6	6.5	18.6	24.1	48.4
1859-1865.....	10.4	24.2	46.5	72	121.1	271.2	....	271.4	15.6	3.4	8.5	24.2	25.4	39.2
1866-1873.....	6.3	14.3	48.6	81	207	353.6	17	356.9	15.6	1.8	4.8	13.8	23	56.5
1873.....	1.1	9	41	89	182	323	32	355	15.7	.6	2.8	12.7	27.6	56.3
1874.....	1	8	33	63	203	308	34	342	16	.2	2.6	10.7	20.4	65.9

TABLE XV.

Supplementary to Table IV, Superintendent's Appendix.

YEARS.	Agents.	Artists.	Barkeepers.	Boarding-house Keepers.	Boatmen.	Butchers.	Clerks.	Draymen.	Farmers.	Laborers.	Laundresses.	Manufacturers.	Mechanics.	Merchants.	Professions.	Public Officers.	Seamstresses.	Unclassified.	Total.
1859-1873.	393	33	24	18	113	17	180	30	114	142	18	187	438	985	494	238	50	973	4,377
1859-1865.	125	17	13	...	53	5	79	23	62	95	10	106	172	443	152	114	28	400	1,897
1866-1873.	168	16	11	18	60	12	101	7	82	47	8	81	266	542	342	124	22	573	2,480
1873.	26	...	3	4	7	2	12	4	11	4	1	11	24	86	47	8	4	75	323
1874.	17	...	2	3	7	...	14	1	10	3	1	10	29	75	51	5	4	75	308

TABLE XVI.

Supplementary to Table V, of Appendix.

YEARS.	St. Louis.	Missouri.	New England.	Middle States.	Southern States.	Western States.	Great Britain.	Ireland.	Unknown.	German States.	Total.
1859-1873.....	1,928	450	188	375	355	688	89	34	111	35	4,241
1859-1865.....	741	178	82	163	193	243	43	24	69	14	1,745
1866-1873.....	1,187	272	100	212	157	445	46	10	42	21	2,498
1873.....	174	31	8	14	19	62	3	..	5	1	323
1874.....	156	27	8	26	15	69	3	..	2	2	308

TABLE XVII.

Complementary to Table VI, Superintendent's Report (Appendix,) and showing enrollment and average attendance of scholars and total cost of school.

YEARS.	Whole No. Enrolled.			Duplicate Registrations.	Average Number belonging.	Average Daily Attendance.	Per Cent of Attendance.	Av. No. of Pupils to each Eng. Teacher.	Average No. of Teachers, including Ger.		Amount of Teachers' Salaries.	Rate per Scholar on Av. No. Belonging.	Incidental Expenses.	Cost of Incidentals per Scholar on Average No. Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Scholar on Average No. Belonging.
	Girls.	Boys.	Total.						Whole Day.	Half Day.						
1858-59..	110	138	248	....	206	282	95	33	....	....	11,297.24	38.04	2,047.69	6.92	13,344.93	44.93
1859-60..	128	162	290	....	206	292	95	35	....	....	10,759.11	34.15	1,521.79	4.83	12,280.90	38.98
1860-61..	142	158	300	....	245	234	95.5	30	....	....	9,373.83	34.46	1,680.00	6.17	11,053.83	40.64
1861-62..	84	146	230	....	170	163	95	24	....	....	6,781.23	39.89	397.25	2.33	7,178.48	42.22
1862-63..	120	167	287	....	232	225	97	25	....	....	.....	..	.....	....	7,210.84	31.12
1863-64..	155	100	261	....	220	211	96	27	....	....	9,658.25	44.30	2,213.44	10.15	11,871.67	54.45
1864-65..	164	109	273	...	236	226	96	29	....	....	11,847.70	50.84	2,150.71	9.20	13,998.41	60.04
1865-66..	171	115	286	....	231	222	96	26	....	....	13,177.50	56.31	3,152.82	13.50	16,330.32	69.81
1866-67..	165	116	281	....	247	238	96	28	....	....	13,624.50	55.34	1,428.44	5.80	15,052.94	61.14
1867-68..	181	172	353	....	304	289	95.5	30	....	....	14,952.90	49.18	1,509.86	4.97	16,462.76	54.15
1868-69..	213	162	375	....	324	311	96	32	....	....	16,847.75	52.	1,074.14	3.16	17,871.89	55.16
1869-70..	225	166	391	....	327	314	95	27	....	....	19,356.50	52.77	1,510.26	4.62	20,766.76	57.39
1870-71..	229	175	404	....	343	329	96.1	27	....	....	19,215.35	56.02	1,795.03	5.23	21,010.38	61.25
1871-72..	223	187	410	.	338	328	97	27	....	....	19,041.90	56.35	1,448.71	4.28	20,492.61	60.62
1872-73..	230	185	355	32	302	293	97	23	13	....	19,962.00	66.10	1,843.11	6.10	21,805.11	72.20

TABLE XVIII.

Supplementary to Table VII, of Appendix.

YEARS.	Second.			Third.			Senior.			School.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1850-1873.	382	442	824	223	263	486	50	211	261	1,412	1,676	3,088
1850-1865.	145	155	300	96	70	166	59	53	112	630	622	1,252
1866-1873.	237	287	524	127	193	320	91	158	249	782	1,054	1,836
1873.....	56	89	145	26	42	68	20	36	56	102	167	269
1874.....	73	97	170	21	42	63	15	43	58	109	182	291

In the last Annual Report there was given a list of the graduates of the High School: the classes of 1873 and 1874 are now added.

BOYS--1873.

Allen, Lyman W.
Barron, Samuel A.
Bissell, Edgar J.
Block, Emanuel D.
Braun, James A.
Butler, Wm. M.
Calhoun, Geo. S.
Edwards, Frank M.
Frazer, Wm. M.
Friedman, Jacob.

Luedeking, Carl.
Matlack, John C.
Parker, Josiah A.
Rueppel, Herman A.
Schureman, Chas. H.
Stevenson, John C. H.
Tausig, Benj.
Ward, Josiah M.
Weil, Simon L.

GIRLS.

Abeles, Alice.
Bacon, Mary E.
Bates, Cora.
Callaway, Lillia E.
Christopher, Mary L.
Clark, Kate V.
Clements, Hilda C.
Doyle, Kate.
Dyer, Ida E.
Eggers, Fannie.
Fife, Julia C.
Flad, Fannie.
Forbes, Cora B.
Frink, Alice.
Hinchman, Laura.
Hinsch, Laura.
Howard, Virginia R.

Johnson Addie.
La Franchi, Rosalie.
Lynch, Nellie G.
McLeod, Clara L.
McNeil, Katie.
Marvin, Cornelia.
Nixon, Ida B.
Rea, Jennie A.
Skrainka, Pauline.
Smith, Ophelia.
Strong, Nellie.
Tausig, Clara.
Taylor, Lillie G.
Waterman, Mary H.
Watkins, Blanche.
Watts, Belle S.
Webster, Mattie A.

BOYS--1874.

Aderton, Geo. S.
Dixon, Chas. H.
Epstein, Meyer J.
Fisse, Wm. Edw.
Gamm, Joseph H.
Goodlett, Wm. C.
Holland, Chas. H.

Huff, Merrifield W.
Jones, John P.
Knox, Harrie E.
McAdow, Finlay H.
McKenna, John F.
Mitchell, Wm. S.
Schnurmacher, Benj.

GIRLS.

Bell, Lucy M.
Bittman, Lizzie H.

Marlowe, Octavia E.
McDowell, Judith E.

Brown, Alice E.
Bulkley, Minnie E.
Burgess, Ella E.
Campbell, Dora I.
Chase, Julia C.
Durkee, Sallie J.
Earley, Jennie A.
Elstermann, Silesia.
Fisch, Lenora H.
Fleak, Flora J.
Graham, Mary R.
Griffith, Fannie B.
Hammon, Sarah J.
Hicks, Carrie.
Hutton, Angelina V.
Janssen, Emma A.
Kennedy, Amanda P. I.
Koch, Pauline S.
Lee, Mary.
Manny, Florence.

Morgan, Eurydice E.
Noyes, Isabella H.
Peters, Cora I.
Pryor, Marion S.
Richardson, Anna K.
Rowe, Lillie.
Sherrick, Belle.
Sherrick, Irene H.
Shields, Emma C.
Sproull, Mary A.
Teernon, Margaret E.
Trevor, Katie.
Tschudi, Helen F.
Tutt, Laura C.
Wamsganz, Ida.
Waters, Fanny.
Weigel, Jennie.
Whitaker, Elcanor.
Wilson, Lillian G.

THE DISTRICT SCHOOLS.

During the past year additions have been made to the Clay, Everett, Blow, Carr Lane, Hamilton, O'Fallon and Franklin Schools, making in the aggregate, when finished, thirty-two rooms. To these add the Des Peres and Ames Schools, and the total of forty-eight rooms is the increase for the year. The aggregate cost of new buildings, building lots, furniture, improvements and repairs for the past ten years is \$1,615,765.20, being an average of \$161,576.52 per annum. The following table shows the annual expenditure for improvements and repairs for the same period: For year ending July 31st,

1865, Improvements and repairs cost.....	\$ 12,397 04
1866, " " " "	13,937 82
1867, " " " "	22,374 31
1868, " " " "	37,736 56
1869, " " " "	67,615 12
1870, " " " "	23,161 29
1871, " " " "	26,657 40
1872, " " " "	39,296 56
1873, " " " "	37,448 85
1874, " " " "	60,729 78
Total.....	\$341,254 73

Making an average of \$34,125.47 per annum for improvements and repairs. The amount of real estate sold for the past ten years is as follows :

Revenue from sales of real estate

For 1865.....	\$ 2,497 22
" 1866.....	11,075 00
" 1867.....	800 00
" 1868.....	8,000 00
" 1869.....	39,574 13
" 1870.....	10,210 00
" 1871.....	2,265 00
" 1872.....	16,480 44
" 1873.....	11,534 09
" 1874.....	5,786 21
Total.....	\$108,222 09

The average annual receipts from sales of real estate has therefore been \$10,822.21, barely enough to balance the expenditure for building lots. Upwards of \$150,000 per annum, the equivalent of one mill tax on the dollar, must be appropriated from the revenues from taxation, in order to provide accommodations for the annual increase of school children. In 1870, by the United States census, there were 123,364 children between the ages of five and twenty-one years, inclusive. In April, 1874, there were 138,133.* The actual increase of enrollment in our schools has averaged nearly 3,000 per annum for the past seven years.

School Hygiene.

During the past year much interest has been excited in the question of School Hygiene. The American Association at its meeting in May, 1874, occupied a considerable portion of its time in discussing the subject, and the question will come up again at the next annual meeting, when it is expected that reports will be presented, giving exact statistics of the sanitary condition of the school buildings in many of our cities. Dr. Lincoln, who read the report on School Hygiene last May, classifies his list of topics as follows :

1. Heating and ventilation.
2. Light, and condition of the scholars' eyes.
3. Seats, and deformities traceable to them.
4. Architectural plans.
5. Apparatus employed in instruction.
6. Gymnastics.
7. Condition of the nervous system.
8. Organ of hearing.
9. Organs of the pelvic cavity.

* By the United States Census of 1870, St. Louis was shown to have a larger ratio of population under twenty-one years of age than most other Western cities. While St. Louis had 93,469 between the ages of five and eighteen inclusive, Chicago had only 78,959, a difference of 14,510, while the difference in entire population was less than 12,000. The number of children in St. Louis between the ages of six and twenty-one inclusive, in St. Louis, March 31st, 1874, was 125,104. In Chicago the number was 102,555 in October of the same year.

10. Drinking water.
11. Sewage, and water closets.
12. Commissions for scientific inspection of given school-areas.
13. Prospects of a law establishing the office of "Medical Inspector on Schools."

The observations of Dr. Cohn, of Breslau, on the causes of nearsightedness have been often quoted in American reports. The causes are summed up as follows, by Dr. Lincoln :

- (a) Badly printed text books.
- (b) The use of so-called German text and Greek type.
- (c) Badly lighted rooms.
- (d) Light coming from in front, and so dazzling pupils' eyes.
- (e) Too sombre or too brilliant coloring of the walls of the room.
- (f) Desks which are too high and bring the book close to the eye.
- (g) Desks which are too low and compel the pupil to stoop over in reading, or writing more especially, whereby the blood is made to gravitate to the head ; the pressure of the collar upon the neck of course makes matters worse.
- (h) Over-heated rooms make the face flush, and add decidedly to the evil effects of all the above causes.
- (i) Injudicious selection of the hour for out-of-school study ; for example, when pupils in boarding-schools are expected to study by lamplight in the morning.

The excellent Report of the State Board of Health of Massachusetts,* presents most valuable statistics on the hygiene of the schools of that State, compiled by Dr. Frederick Winsor. The information gained is classified under the ten questions asked in the circular letter, addressed to physicians, members of school committees, superintendents of schools, and experienced teachers.† Of the 160 replies, 115 were from physicians ; 19

* Fifth Annual Report, January 20, 1874.

† A committee appointed by the Rhode Island Medical Society for the purpose, lately reported the following preamble and resolutions on the subject of school hygiene :

WHEREAS, Although the present school system has been brought to a high degree of completeness in intellectual culture, and to an exalted position, of which its friends and the community may well be proud ; yet, entertaining for its welfare a profound interest, and viewing it as we

from physicians who were members of school committees, 14 from teachers of experience, and six from superintendents of schools.

QUESTION 1. Is one sex more liable than the other to suffer in health from attendance on school? Of the 152 answers 109 answer "females more liable than males;" 31 "both alike liable."

QUESTION 2. Does the advent of puberty increase this liability? Answers as follows: "Yes" by 120; "No" by 12; "uncertain" by 9.

QUESTION 3. Is the injury most apt to fall on the osseous, the respiratory, the digestive, or the nervous system? Answered: "On the nervous system" by 97; "on respiratory and nervous"

do from a physical standpoint, and believing that in the haste for intellectual culture the physical is too much neglected; that the nervous system is developed to the omission of other portions of the body, thus giving rise to a long train of ills and producing an unsymmetrical and distorted organization in the young, entirely unfitted for the stern duties of life; therefore,

Resolved, First—That physical culture is of primary importance in our public schools, and that gymnastic exercise should be made a part of our school system.

Second—That the "Kindergarten system" should be engrafted upon our public school system.

Third—That the school buildings should not exceed two stories in height.

Fourth—That three hundred cubic feet of space and twenty-five square feet of floor space should be the minimum for each child in a school-room in connection with good ventilation.

Fifth—That proper warmth and pure air are of the first importance, and should be considered before ornamentation.

Sixth—That scholars should not maintain the same position more than half an hour at a time.

Seventh—That two short sessions, daily, are better than one long one.

Eighth—That no child should be admitted to our public schools as now conducted, under seven years of age.

Ninth—That under twelve years of age, three hours a day, and for twelve years and over, four hours a day is sufficiently long confinement to mental culture.

Tenth—That study out of school should not, usually, be permitted.

Eleventh—That all incentives to emulation should be used cautiously, especially with girls.

Twelfth—That the "half-time system" should be introduced into our public schools.

by 14 ; "on digestive and nervous" by 15 ; "on osseous system" by 3 ; "on the respiratory system" by 4 ; "on the digestive system" by 2 ; "qualified and uncertain answers" by 16.

QUESTION 4. Does eyesight often suffer? Answered, "yes," by 54 ; "no," by 89 ; "uncertain," by 13. It is remarked that this question can be satisfactorily answered only after extended and systematic observations with "test type," such as have been made in Germany and St. Petersburg.

QUESTION 5. What opinion does your experience lead you to entertain in regard to study out of school, in addition to ordinary school attendance? Answered, "adverse," by 79 ; "adverse below High School," by 9 ; "adverse," with other qualifications, by 11 ; "favorable," by 20 ; "favorable, if there is but little study in school, and rank is not a prominent consideration," by 8 ; "favorable," with other qualifications, by 3 ; "uncertain," by 11.

QUESTION 6. Is a single long session different in its hygienic influence from shorter sessions? Answered, "worse," by 89 ; "worse, except for upper classes of high schools," 1 ; "better," by 7 ; "better in cities" by 1 ; "better if divided by a long recess" by 1 ; "better for scholars living at a distance" by 1 ; "not different" by 3 ; "uncertain" by 42.

QUESTION 7. "Does your observation and experience enable you to separate the hygienic influence of study from that of emulation, anxiety about rank, etc., (say of work from "worry")? Also from the influence of confinement, bad air, etc.? Answered, simply "yes" by 7 ; "mental influences worse" by 4 ; "physical influences worse" by 18 ; "worry worse than any other influence" by 60 ; "quiet unanxious study never harmful" by 50 ; "the most studious most hurt" by 1 ; "yes, in individual cases," by 1 ; "emulation beneficial" by 3 ; "unable to distinguish between these influences" by 50 ; "no harm done in schools" by 2.

QUESTION 8. "Is the occupation of school-going worse, hygienically, than other occupations in which children would engage if not in school?" Answered, simply "yes" by 11 ; "yes in farming towns" by 5 ; "worse than work out of doors, better than work in shops," by 5 ; "worse than house-work, or

than out-of-door work" by 1; "no," simply, by 82; "not in factory towns" by 15; "not necessarily" by 8; "not if judiciously conducted" by 7; "uncertain" by 15. One hundred and eight out of 142 are in favor of school as compared with manufacturing.

QUESTION 9. "Have you any opinion based on observation of the so-called 'half-time' system?" Answered, "no" by 135; "yes, favorable," by 6; "yes, unfavorable for common schools," by 2; "yes, favorable for factory children," by 1. "The name 'half-time' is given in England to a system of schooling provided by law for children employed in factories and workshops. By means of it these children have secured to them, for daily instruction, one-half the number of hours spent on the government (i. e., the public) schools by children not at manual work. It has been in operation for about 30 years, and full reports of its working, made by competent and faithful official inspectors, are to be found in parliamentary documents. It was devised for the protection of the state and of these factory children, against the danger of their growing up in ignorance of the elements of book-education, and is an immense boon to them. But a most unexpected result of it has been to prove that these "half-time" scholars learn quite as much as the children who are in the same schools twice as many hours a day. And as it would be admitted that true hygienic conditions would be much better secured by a system which should require but half the time now given to study, and yet accomplish as much as at present, while in the remaining half of the school-day it trained the children in manual operations, the author recommends the adoption of the system for the poor who are driven by necessity to work at an early age. There is no doubt that five hours work in the morning and three hours schooling in the afternoon is better than ten hours work and no schooling, and far better than the twelve hours work to which so many youth are forced in the manufacturing sections of this country. But the necessity of the relaxation of play is quite as important as schooling for the healthy development of youth. Through play and the temporary enjoyment of his caprice is nurtured the self-hood of the child. Originality and strength of

character both are developed by it. General Oliver, of Salem, endorses the system of half-time schools, not only for factory children, but for all children. He says: "As applied to this half-time system, the simile that 'half a loaf is better than no bread' is not applicable. It by no means follows that if a certain amount is learned in *three* hours, twice as much will be learned in *six* hours. All experience is against it, to say nothing of its being invalidated by the very nature of the subject itself. The last hour of school time of the double session is very unproductive; disproportionately so. Teacher and pupil are alike drooping and inanimate, the wasting away of brain energy in each not being adequately repaired. Rest, or change of work from brain-work to muscle, is then a positive necessity. A point well taken in this connection is the uniform testimony that the concentration of attention, proved in England to have been the normal habit during the fewer hours is the great auxiliary in securing knowledge, the reaction in changing from bodily to mental labor helping this; and the habit of close attention when at manual work, being still operative when the change is being made."

QUESTION 10. "How can our schools be modified to improve their hygienic influences,

(a) *as to tasks and discipline?*" Answered, "by lightening discipline," by 25; "by lightening tasks," by 38; "by abolishing tasks at home," by 5; "by pursuing fewer studies," by 19; "by lessening routine," by 32; "by teaching children how to prepare lessons," by 9; "by more training of the perceptive powers," by 11; by more variety of exercises," by 13; "by more cheerfulness," by 24; "by better knowledge of the laws of mind in teachers," by 5; "by more discrimination on part of teachers," by 30; "by teaching hygiene to teachers," by 6; "by adapting tasks and discipline to the *average* child," by 7; "by abolishing marking for rank," by 16; "abolishing public exhibitions and examinations," by 3; "by abolishing keeping in at recess or after school," by 4; "by establishing half-time schools," by 4; various answers by 22 others. Analyzed, the testimony is as follows:

For lightening tasks	38
“ more discrimination on the part of teachers.....	37
“ less routine in methods of teaching and reciting.....	32
“ lightening discipline	25
“ more cheerfulness	24
“ abolishing “ marking ” for rank.....	16
“ pursuing fewer studies.....	14
“ more variety of exercises	13

From a careful analysis of all the questions, Dr. Winsor concludes that the effect of anxiety and excitement as to “standing” in the class, in the eyes of teachers, of committees, of audiences on public occasions, etc., are to be lamented and dreaded rather than the effects of genuine study without artificial stimulus. “If, in addition to these evils, we could rid the schools of unnecessary anxiety as to promotion from class to class and from school to school, we should have eliminated the greater part of the “worry” which now works far more harm than all the other mental causes together. There is certainly no occasion to enlarge here on the desirableness of such a deliverance. The only difference of opinion would seem to be as to the practicability of the changes implied, without removing the incentives to study to such a degree as to very much diminish the value of school instruction and training, and leaving the teachers without efficient means of obtaining discipline, attention and application in their schools.” The following quotation from a correspondent is given: “There is a great deal of nonsense in our schools about hygiene, practically. The child gets the *theory* into his head, and is thus drawn into the delusion that having fluently and parrot-like recited the lesson in hygiene, he is all right on that subject for the rest of his life. You may just as well try to make a child virtuous and pious by teaching *seriatim* a whole ‘body of divinity.’ It is the *guiding the child into correct hygienic practice* that we want, and then let him study theories and principles of hygiene when he has a sufficient substratum of knowledge to understand and appreciate their value. Then, and then only, will ‘book-hygiene’ be of any value.”

Dr. Winsor thinks that some instruction should be given the scholar, as to the best way of preparing the particular lesson or class of lessons to which it belongs. “For want of such in-

struction there is a deal of blind groping over school work, stupid and stupifying; to take an illustration from manual labor, doing work by a "dead lift" rather than by strength used to the best advantage. Children are not half taught how to use their text books to advantage, much less how to use, except for amusement, other books." Sound remarks, those!

QUESTION 10 (b). "How to improve the hygienic influences of schools as to physical conditions?" Answered, as follows:

By better ventilation	77
" more equable heating	27
" regularity in daily physical exercises	21
" more frequent change and freedom of position	21
" better desks and seats	17
" shorter sessions.....	17
" better lighting	14
" more frequent recesses	13
" fewer pupils to each teacher.....	10

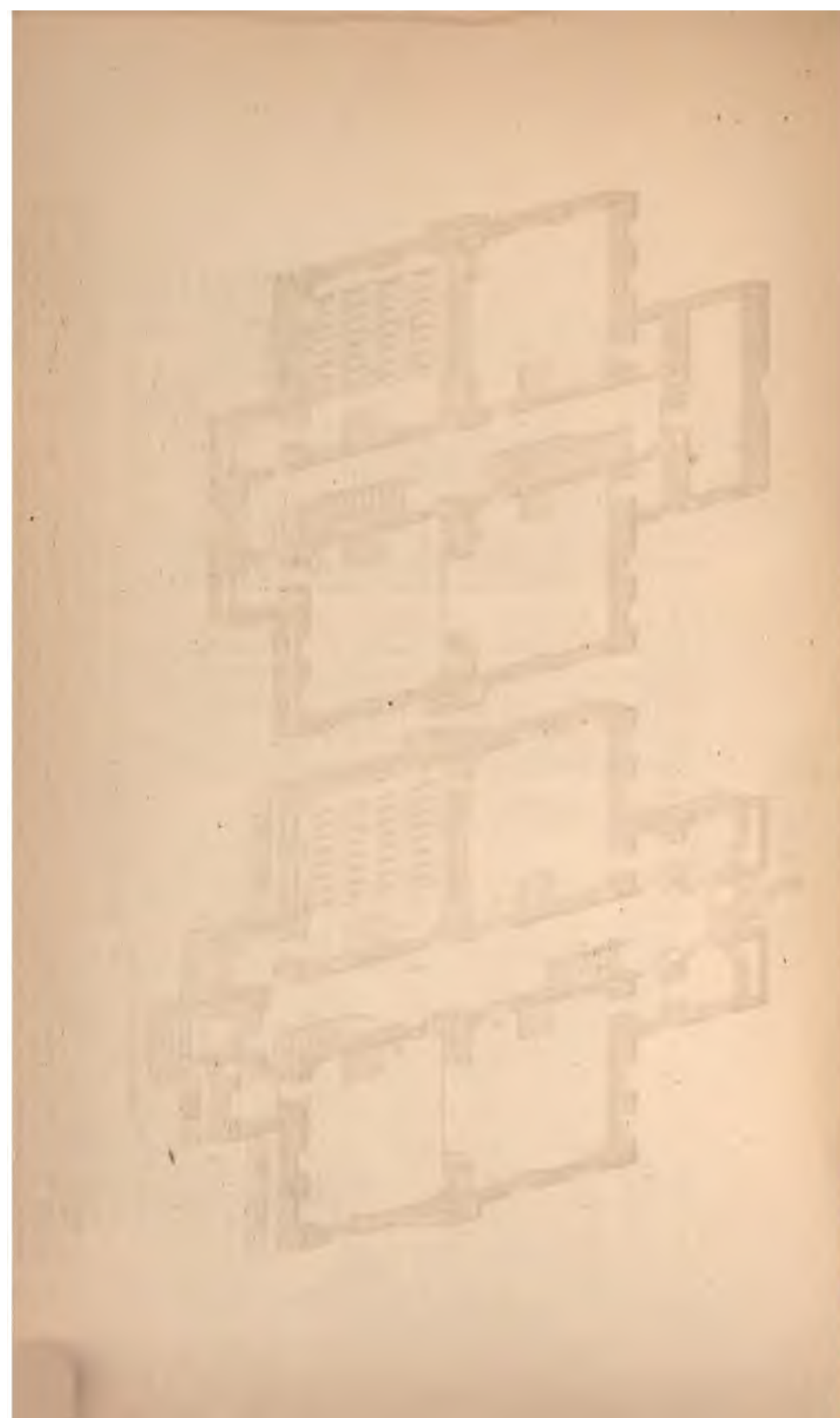
Defective ventilation is very generally and very emphatically complained of and such expressions as follow are very common: "We have no tolerable system of ventilation." "School ventilation is thus far a failure." "The air in our school-houses is simply execrable." "The stench of a primary school has become proverbial." The necessity of good ventilation is sufficiently obvious to every one, but the true principles on which it may be secured are very seldom understood. To let in the heat at an opening near the floor and allow it to escape at the top of the room seems to be the favorite method. The natural tendency of hot air to ascend is sufficient in this case to produce a change of air if the place of the hot air which escapes at the top of the room can be supplied by a counter current of air rushing in at the bottom. In case the upper escape for hot air is the top of a window lowered for the purpose, a cold current of air will be found pouring into the room through the same opening at which the hot air escapes. If the window is lowered but a few inches, the inward flow of the cold air will be a thin stream, which will flow downward close to the wall of the room and get warmed somewhat by its contact with the warm air in its descent. If, however, the window is lowered so as to have a wide opening at the top in cold weather, the stream of cold air will descend like a

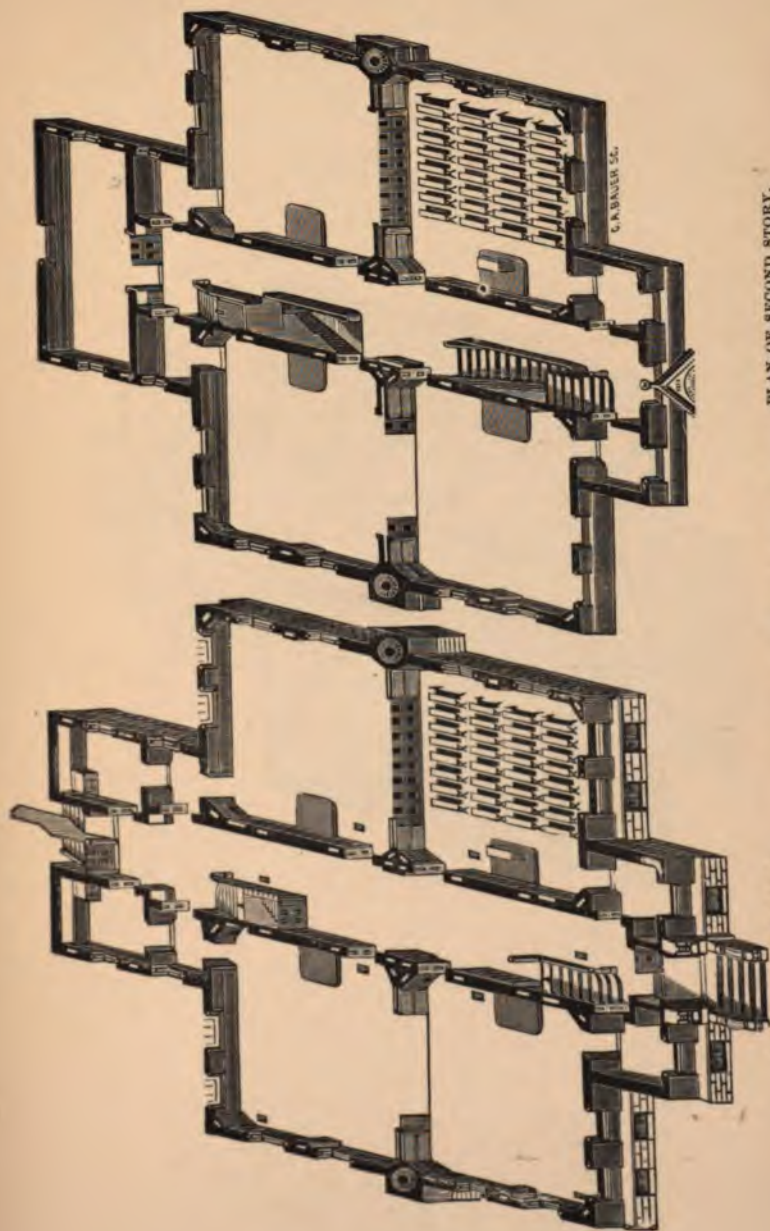
cataract upon the shoulders of the pupils sitting near, and colds and rheumatism will surely result sooner or later. Constitutions have been hopelessly ruined for life through ignorance of the hygienic laws of ventilation. To open a window at the bottom in cold weather is downright manslaughter. For then the current of cold air strikes directly upon the pupil without the advantage of being warmed by a passage through the warm upper air in its descent. Hence the remark of Dr. Angus Smith, that "though foul air is a slow poison, we must not forget *that a blast of cold air may slay like a sword.*" "It seems to be forgotten" adds Dr. Winsor, "that the old-fashioned open fire is a very efficient means of ventilation, and might be used for that purpose in moderately sized modern school rooms." The open fire-place sucks out of the room the foul air which is heavier than common air, and has fallen to the bottom of the room. Moreover, the cold air lies at the bottom of the room, and is drawn towards the fire-place and carried up the chimney. The heat from the fire-place radiates to all parts of the room, warming the air in its passage, but making a very unequal heat. Those near the fire-place suffer with excess, those at a distance suffer for lack of heat. Besides this, the open fire-place utilizes only one-half the heat of the fuel, while the stove or furnace utilizes three-fourths to nine-tenths of it by means of heating the air by contact with the thin pipes. For this reason it remains the best method,

1. To heat by means of hot air furnaces, bringing pure cold air through ducts to the furnace pipes or to steam pipes, and warming it by contact with the system of pipes, moistening it by passing it over hot water, and admitting to the rooms where needed through registers near the floor, but sufficiently elevated to prevent the danger of stirring up the dust which lies on the floor or floats near it.

2. The hot air thus admitted to the room in large quantities through at least two registers will rise to the top of the room and flow outwards to the cold walls and especially to the colder windows, and being chilled by contact will gradually fall to the bottom of the room again. The ventilators should be placed at the bottom of the room so as to draw out the cold air which is also the foul air in this case. But this cold heavy air will not





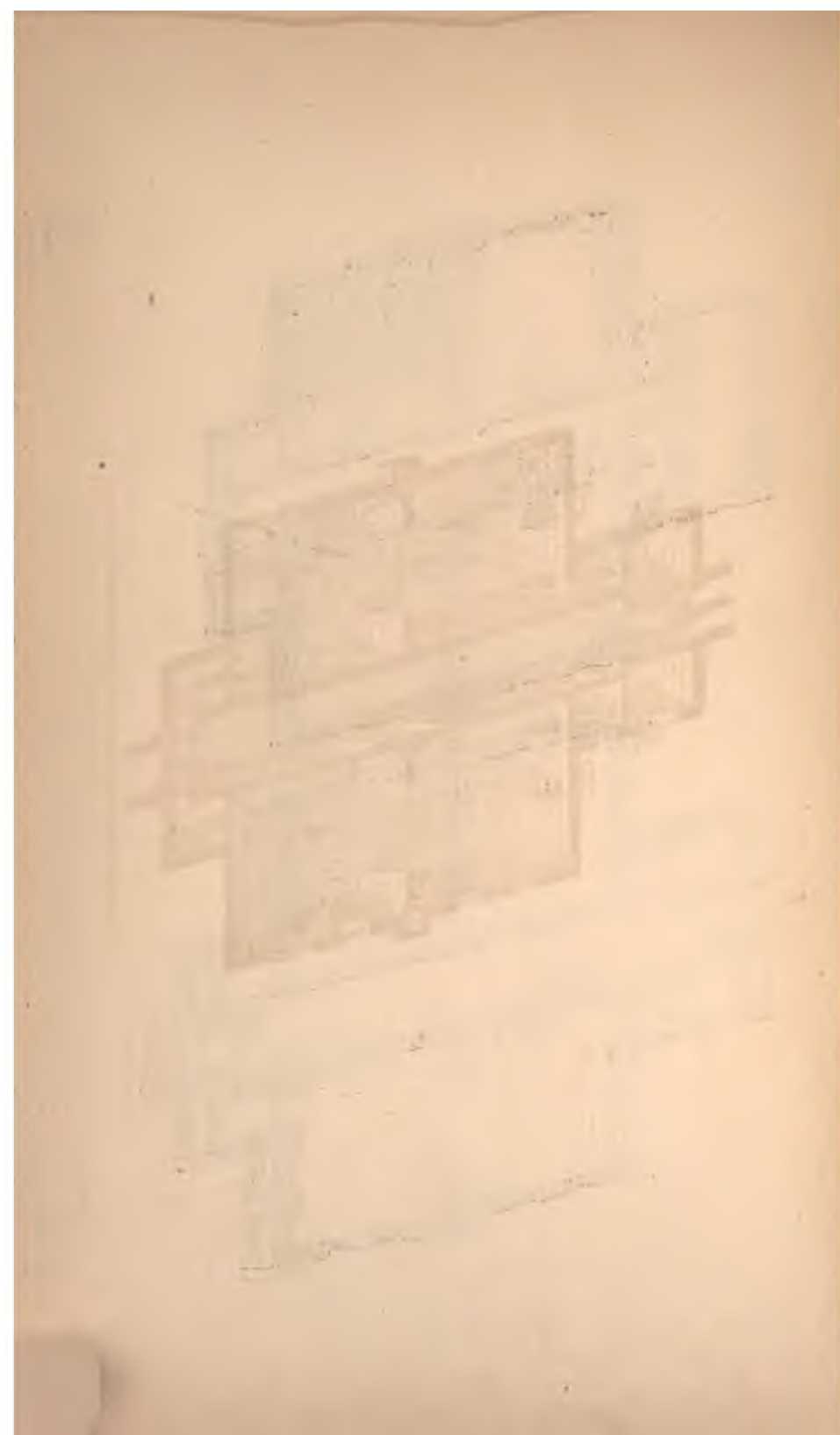


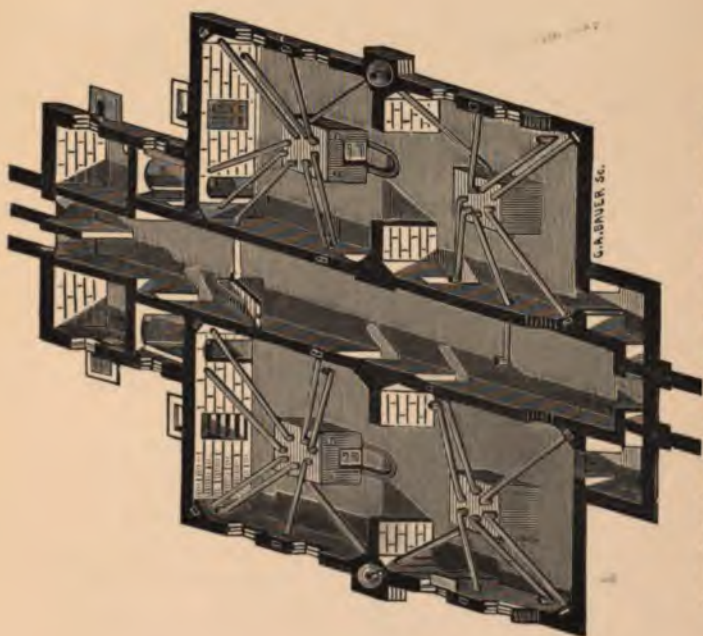
PLAN OF SECOND STORY.

PLAN OF FIRST STORY.

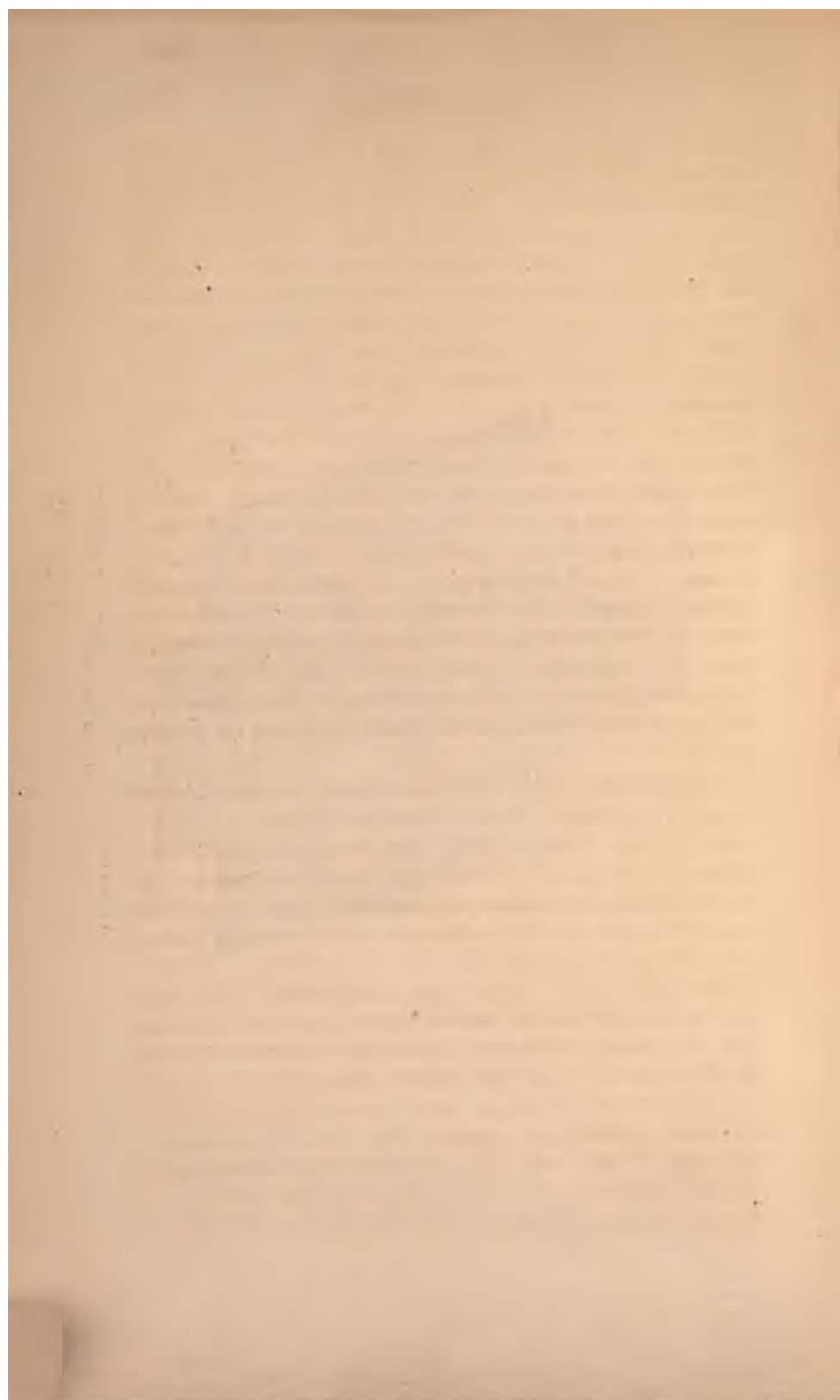
GROUND PLANS OF THE PEABODY SCHOOL.

Twelve School-rooms, each 27 by 32 feet and 14 feet high, lighted each by four windows arranged two in the back part of the room and two at the side. Sliding doors in the second and third stories separate the rooms, and can be pushed back for general exercises, such as singing, etc. Flues for ventilation and heating purposes may be seen in that part of the outside and inside walls where the sliding doors go back. The platform for the teacher's desk is placed against the inside wall, so that the pupils do not face the light. In the rear of the hall on the second floor is a room for the principal. Wardrobes are seen in the corners at the ends of the hall, one attached to each room, and having doors opening into the school-room, and also out into the hall; the pupils pass through these into the hall, getting their hats or bonnets on the way.





View of the basement, showing the position of the furnaces, hot-air flues, etc.



move out of the ventilator unless there is a strong draught. The ventilating flues should therefore have a strong upward current and this can be created by sending the smoke-stack of the furnace up through the chimney into which the ventilators open. (See plans for "Peabody School" in this report). But even this plan, which works admirably during very cold weather, when there must needs be a very hot fire and the cold air without develops a strong suction within the flues, fails in the moderate weather of spring or autumn. In the heat of the summer, the windows, open at both top and bottom, furnish plenty of fresh air. But in spring or autumn, when the air is yet too cold to come into the room without being heated, there is too little draught, and consequently, the air does not change frequently enough to purify it. The perfect ventilating furnace is the one driven by steam, which forces by means of a fan wheel the air, warmed by its coil of steam pipes and moistened by steam, into the room in a steady flow, forcing it to the top of the room and thence downward and outward through the ordinary ventilating flues. This apparatus is costly, but the only one that answers all the requirements of the school-room. "The thermometer, and not the teacher's sensations, should be the test of temperature."

"Decently kept privies are the exception, the rare exception, in school experience. These out-houses are often so foul as to repel the more decent children from resorting to them as long as they can avoid it,—by which delay health is of course injured,—and when they connect with the school-house, the poisonous stench from them is often perceptible in the adjoining passages and clothes-rooms, and must mingle less perceptibly with the air of the school-room. Under such circumstances, they should have special and powerful ventilation, and, under all circumstances, they should be inspected daily, and defilement of them should be treated as an offense against decency."

"Finally, great vigilance should be maintained to see that, under no circumstances, does the wash from the privy or sink work into the well, as it may do by indirect and hidden channels, or by surface drainage, with the result of making typhoid or dysentery prevalent among the children of the school." He

argues likewise for short and more frequent vacations instead of the long vacations that occur once a year, or, at most, twice a year. Fewer pupils to a teacher effects a corresponding increase of moral influence on the part of the teacher.

The proper school-house is easy to define, but rare to find.

1. It should have windows on at least two sides of each room, so as to secure light from the rear, and at least one side (the left side) of the pupil. (He writes with his right hand and light should not come from that side for then it will not fall on the paper where his pen is to move.) It should not rise higher than three stories—two are enough. The rooms should be 14 feet high in the walls, and should be 30 by 30 feet, and have seats for only 50 pupils, who should study under and recite to the same teacher so as to allow that thorough personal acquaintance to spring up which is not possible wherever the pupils and teacher meet only in recitation rooms.

2. The windows should commence about two feet from the floor and rise nearly to the ceiling; have inside blinds easily used to shut out the sun; be hung so as to be easily raised or lowered for ventilation purposes, no matter how perfect the other means are for ventilation. There should be at least four of these windows, no one of which should be in front of the pupils. The school building should be so located that the windows, even on the lowest stories, should open to the light of the sky, and not to brick walls.

3. Each building should have a large lot. 20,000 square feet to the twelve room building, with its 700 pupils, is the minimum size.

4. It is of great importance that the desk and seat be sufficiently close together, and that the latter be of sufficient height to allow the pupil to rest his feet on the floor without discomfort; the seat should be properly curved and inclined so as to support and rest his limbs without unduly tasking a small portion of the body while sitting.

5. The amount of air per pupil in a room—necessary so that the air of the room may not need to be removed so often as to make a distinctly felt current of fresh air—should be not less than 250 to 300 feet per pupil; even with this

amount per pupil the entire air of the room must be changed every fifteen minutes, and hence the danger of a draught on the outside of the room, and of waste of heat in cold weather. It is estimated that each person should have 2,000 cubic feet of air per hour, in order to reduce the gaseous components of respired air to their natural proportions, and neutralize its poisonous qualities. As an acute writer on this subject, in the *Sanitarian* remarks: "A new series of questions in arithmetic should be devised for the pupils, thus: 'If half a cubic inch of oxygen be consumed at every respiration, how many respirations will it take to consume 25 cubic feet?' 'If air that has been once passed through the lungs contains $5\frac{1}{2}$ per cent. of carbonic acid, how many volumes of atmosphere will it require to reduce it to four parts per ten thousand (the normal proportion)?' 'If a single pupil breathes 70 cubic feet of air in four hours, how many cubic feet will be required for 600 pupils, seven hours?' 'If a closet of 300 cubic feet capacity requires 2,000 cubic feet of air every hour to purify the air sufficiently for one individual, how many cubic feet of air will be required every hour to purify the atmosphere of a school-room $40 \times 35 \times 12$, containing 75 pupils?' Many other questions of similar practical utility will readily suggest themselves to the thoughtful teacher."

The successful heating and ventilating apparatus must be an automatic one. For neither teachers nor pupils can afford the distraction of attention incident upon turning every few minutes to the thermometer and changing the inflow of air from the register.

Perhaps the worst system of heating—at least in moderate weather, is the stationary steam coil or hot-water pipes, for the reason that it heats the same air over and over again, sending it out warmed to be breathed and vitiated, then after ascending to the top of the room and descending along the walls and cooling it is drawn to the coils again, heated and breathed over, although poisonous.* The heating apparatus should by all means introduce fresh warm air continually.

*E. H. Janes, M.D., Sanitary Inspector of New York City, reports

In the St. Louis district schools, six sizes of desks are in use, of the following heights and intervals :

	Height of Seat.	Height of Desk.	Distance bet. Seats.
No. 1.....	16 inches.....	28½ inches.....	12½ inches
No. 2.....	14½ "	27½ "	12 " "
No. 3.....	13¾ "	25¾ "	11½ " "
No. 4.....	13½ "	24 "	11 " "
No. 5.....	12½ "	22½ "	10 " "
No. 6.....	12 "	21 "	10 " "

On account of the present pre-eminence of St. Louis as a manufacturing city, and its continual growth in this direction,

as follows regarding the condition of the air in certain school-houses, factories, and public buildings (Feb., 1873) :

To the Board of Health,—

I have the honor to report that the special inspections made during the past week include eighteen manufactories and workshops, four of which were made the subjects of complaint; 856 cellars and basements, of which 135 are reported as in a condition detrimental to health, and of the latter 92 are reported as unfit for human habitation. These are in the Fourth, Fifth, Sixth, Seventh, Eighth, Tenth, and Thirteenth Wards.

In connection with the recent inspections of public school buildings and factories, made by the Health Inspectors, I directed, on the 3d inst., Dr. H. Endemann, Assistant Chemist of the Department, to collect specimens of air from a few of the schools and other public buildings, and submit them to chemical analysis, for the purpose of determining the amount of carbonic acid and other impurities. This duty he has performed, and I herewith present a brief abstract of his report.

The following places were visited for this purpose: E. C. Higgin's carpet factory, foot of West Forty-third Street; Farren & Guetel's felt factory, No. 319 East Twenty-second Street; Johnson & Falckner's hair-cloth factory, Nos. 246 and 248 Sixth Avenue; Mellen & Co.'s horse hair, No. 518 East Seventeenth Street; Tombs Prison; Elm Street School; Roosevelt Street School; Thirteenth Street School, near Seventh Avenue; Thirteenth Street School, near Sixth Avenue; schools, Nos. 97 and 99 Greenwich Street; school in Vandewater Street; school in Madison Street, near Jackson. Specimens of air, obtained from two of the factories mentioned, were examined and found to contain from 14.7 to 16.7 parts of carbonic acid in 10,000 parts of air, averaging about four times the normal quantity, which is 4 parts in 10,000. The mechanical impurities generally consisted of the dust arising from the operations pursued, and were either of an organic or inorganic nature. Of the former, fine, sharp pieces of hair, by irritating the mucous membrane of the respiratory organs, form the most frequent sources of bronchial or pulmonary affections among this class of operatives.

The air in the male department of the Tombs prison was found to contain 14.7 parts of carbonic acid in 10,000, as an average of two experi-

there is an increasing necessity for pains-taking as regards the method of securing sufficient light for the ground stories of our schools. On cloudy days, when the smoke does not readily lift from the earth, the light is so deficient in some of our schools

ments; and that in the female department 8.45 parts, being also the average of two experiments.

From our public schools Dr. Endemann obtained seventeen samples of air, the examination of which determined the presence of carbonic acid, varying in amount from 9.7 to 35.7 parts in 10,000, or, in other words, from more than twice to nearly nine times the normal quantity. The ventilation in these buildings is generally faulty, and can be obtained only by opening the windows, a practice detrimental to the health of the children who sit near or directly under them. The following experiments made in the Roosevelt Street School show the inefficiency of ventilating flues in the wall unprovided with means for creating an upward current. An examination of the air in one of the class-rooms provided with a ventilating flue was made while one of the windows was open, and yielded 17.2 parts of carbonic acid in 10,000. The window was then closed; and after the lapse of ten minutes another examination gave 32.2 parts of carbonic acid, or an increase of 15.6 parts. The experiment now became to the teachers and children so oppressive, that it was not continued. Dr. Endemann says: "If the accumulation of carbonic acid had been allowed to continue, we might have reached within one hour the abominable figure of 110." The following is a statement of the average result obtained from the several experiments made in each school:

	Carbonic Acid.
Elm Street School, three experiments.....	14.6
Roosevelt Street School, two experiments.....	19.5
Thirteenth Street (near Sixth Av.) School, two experiments	28.1
Thirteenth Street (near Seventh Av.) School, two exprm'ts	21.3
Greenwich Street School, two experiments	17.6
Vandewater Street School, two experiments.....	14.7
Madison Street (near Jackson) School, four experiments..	24.2

As expired air contains not only this poisonous gas, but also effete animal matter, escaping from the bodies of those present, and in quantities in proportion to the amount of carbonic acid exhaled, and it follows that air vitiated by respiration is far more deleterious than air vitiated by the same amount of carbonic acid from other sources, and as the standard of permissible impurity has been placed by high sanitary authority (Dr. Parkes and others) at six parts of carbonic acid in 10,000 of air, it is evident that the best practical talent should be engaged in designing and perfecting means for securing to our public schools adequate and thorough ventilation.

Respectfully submitted,

E. H. JANES, M.D., *City Sanitary Inspector.*

that the pupil can see to read only by bringing the book very near to his eyes. In a very short time this will produce near-sightedness.

As regards study out of school and its healthfulness, the following statistics were taken in St. Louis, in December, 1873 :

1. Total number of pupils in schools..... 19,182
2. " " who study at home 11,523
3. " " who do not study at home, or but seldom 7,080
4. Number of minutes per day, for five days in the week, each pupil studies out of school on an average, counting all pupils.....

1st year, 19 minutes.
2d " 28 "
3d " 33 "
4th " 45 "
5th " 49 "
6th " 58 "
7th " 78 "
5. What number of those in the half of the school that studies the most at home suffer at times from bad health. 1,251
6. What number in the half that studies least at home suffer from ill health..... 2,300
7. What is the total absence of the half of the school that studies most at home for first quarter of year..... } 12,081 half days.
8. Total absence of the half that studies least at home for first quarter of year.... } 13,348 half days.
9. How many who don't study at home are fair scholars.. 3,921

The attendance and scholarship of the graduating classes of the High School are interesting statistics, testifying as they do, upon the question of the co-education of the sexes.

For the four years ending June, 1873, the graduating class ranked as follows :

Per cent. attendance.		Per cent. scholarship.
19 boys,	92.	73.5
34 girls,	88.	78.
For four years ending 1874 :		
14 boys,	96.2	73.7
43 girls,	96.7	78.4

In this class, it seems that the average attendance was better than that of the boys, while the scholarship as before, was $4\frac{1}{2}$ per cent. better. The elective studies chosen by the girls were more favorable for high per cents. than those chosen by the boys.

Grading and Classification.

The theory of grading and classification set forth and defended in my annual report for 1871-2, has provoked more discussion among the leading educators of the country than I anticipated. Criticism has generally been favorable, but in some quarters strong protests have been made against it by very intelligent men. I believe, however, that a complete statement of the method of re-classification, embodying all of its details, will prove the objections made to be groundless. I propose, therefore here, to present the subject anew, and endeavor to consider the alleged defects in a candid manner.

At the National Educational Association, in Detroit, for 1874, Hon. E. E. White, of Ohio, made the following statement and defense of the position :

"The pupils in the graded schools are divided into classes, and to secure necessary economy these classes are made as large as practicable. The fewer the number of pupils embraced in the system, the fewer must be the number of classes, and, as a consequence, the greater must be the inequality in the attainments and capacity of the members of each class, and hence the greater the difficulty of the problem now under consideration. If the teacher of a class adapt his instruction and requirements to the maximum capacity of his pupils, the great majority are hurried over their studies and receive a superficial and imperfect training. If he adapt his class work to the minimum capacity of the class, the great majority are held back, and, as a consequence, not only sacrifice time and opportunity, but fall into careless and indolent habits of study. The remaining course is for the teacher to adapt his class work to the medium or average capacity of his pupils, with such special attention to the more and the less advanced pupils as may meet, to some extent, their wants. But here comes in the "per cent. system," with its demands. That the class, as a whole, may attain a high average per cent., it is necessary that the lowest members of it may reach a good standard, and this results in the holding back of the bright and industrious pupils until by iteration and reiteration the dull and indolent may be brought to the required standard. The amount of

time and talent thus wasted in some graded schools is very great. This is not always evident to the teacher, since the brightest pupils, being chained to the dullest, soon learn to keep step, scarcely showing their ability to advance more rapidly. This difficulty is greatly aggravated when classes are promoted *en masse* from grade to grade, the pupils being thus chained to each other year after year, or throughout the course—an efficient process for reducing pupils to the level of mediocrity.

“The statement of these difficulties suggests their partial remedy. The brighter and more capable pupils in each class must have the opportunity to work away from the less capable, and to step forward into a higher class, when the difference between them and their lower classmates becomes too great for a profitable union in the same class. To this end there must be a proper interval between the successive classes, and the re-classification of pupils must be made with corresponding frequency.

“Experience alone can determine what this interval should be, and the frequency with which pupils should be promoted. It is possible that both of these facts may depend somewhat on the number of pupils included in a graded system, a much more complete classification being possible in large cities than in small towns. While this may be true, it is believed by many experienced superintendents and other intelligent observers, that the universal experience of graded schools condemns the prevalent practice of promoting pupils but once a year, with a year’s interval between the classes. This wide interval is a serious obstacle in the way of a needed re-classification of pupils. The more capable pupils can not be transferred to a higher class, since this obliges them to go over the ground of two years in one—a task successfully performed by very few pupils—and the less advanced pupils cannot be put back into a lower class without serious loss in time and ambition, if they are not withdrawn from school. It may be well for a few pupils in any system of graded schools to spend an entire year in reviewing the previous year’s work, but these exceptional cases are usually the result of an unwise attempt to hold pupils too long together. Large classes of young pupils cannot be kept together, even for one year, without serious loss both to those who are held back and to those who

are unduly hurried. What is needed is a system of classification and promotion that shall provide for the breaking of classes, at least twice a year, with a transfer of the more advanced pupils, and their union with the less advanced pupils of the next higher class, and also with special transfers of bright pupils from class to class as often as may be necessary, and special provisions for pupils deficient in some branch of study.

"We are aware that the system of annual promotions has special advantages. It reduces the number of classes in the smaller cities and towns, and it saves labor and trouble, especially when classes are promoted in a body, on a minimum standard. It is undoubtedly true that a procrustean system, which puts pupils in classes reduces them to the same capacity, and moves them regularly and evenly forward, requires little skill to run it, but this cannot compensate for the serious losses involved. The highest good of pupils ought never to be sacrificed to secure a self-adjusting mechanism and uniformity of results."

Superintendent Stevenson, of Columbus, Ohio, in his Report for 1873-4, discusses the question in an attitude somewhat hostile to the plan of frequent reclassification; he says:

"The course of study assumes one year for the completion of the studies in each grade, and an annual transfer of pupils from grade to grade. The amount of work to be done each year is the maximum for the pupils of average capacity whose attendance upon the school is the average number of days a child of ordinary health may be present during the year. Dull scholars often make up what is lost in natural ability by regular attendance and industry, and bright scholars lose by irregularity of attendance and indolence what they gain by quickness to learn; so that the larger number of promotions can be and are justly and satisfactorily made at the close of the year.

"But differences in the ages and the capacity of children entering the school must, in many cases, be provided for in the classification. To make such provision no classification can be absolute, it must undergo changes from the beginning to the end of the year. A child of ten years of age having a healthy body and vigorous mind will do more, or is capable of doing more study than a feeble child of eight years of age; and a

bright child whose parents take some pains in home training, who is regular in his attendance, will do much more in a year than the dull child who is neglected at home, and whose attendance is interfered with by the necessities of home, or by bad health. It is also true, that pupils of the greatest ability, have frequently less power of application than those less brilliant. What one gains by ability, the other gains by industry and effort. For example, ability is equalized by industry; regular attendance, by irregular; health by illness; age, by home training; attention, by inattention. These are important factors which must be considered in the solution of the great problem of classification.

“By observing closely the progress of children in public schools for a series of years, I have arrived at the following results: In a graded school in which the course of study is made for the average pupil, about five per cent. will show strength enough to be advanced during the year, and about ten per cent. will fall behind the remaining ninety-five per cent. of the class. This varies a little in the lower and higher grades, but it is a fair and approximately correct average for a course of study requiring eight years for its completion. The question then is, what is to be done with this fifteen per cent. of scholars? Every teacher will answer, let the five per cent. go to the next higher grade, and do not permit the ten per cent. to interfere with the progress of the class. Five per cent. of the ten can, without injury to themselves, by a little extra effort, be worked up to the proper standard, and the remaining five per cent. ought, for their own good, to pass over the work of the grade again, or so much of the work as will prepare for the next higher. I cannot condemn in too strong terms the recommendation of those theorists who would gather into one class, or grade all the bright ones and the dull ones into another; that is, make the basis of classification upon the estimated ability of the pupils, rather than upon what they do, for it is the rule rather than the exception, that the dull scholars win the race in the long run. The separation of the dull and bright scholars into different classes is unjust and injurious—unjust, because the keenest discrimination cannot always discover the slumbering mental power of many children, nor ascertain the outside influences which detract from the manifestations of in-

tellectual ability by the child—injurious, because the dull scholars are deprived of the highest possible standard by which to measure themselves intellectually, and the competition which is necessary to excite interest and enthusiasm. To meet this theory, viz., that the bright scholars should not be chained to the dull ones, promotions of classes in many schools are made semi-annually. The arguments in favor of frequent promotions are: *First*, the interval between the classes being short those who fail to reach the required standard for promotion will lose less time; *second*, it gives an opportunity to the bright and industrious scholars to break away from their dull and indolent associates; *third*, it brings the scholars in contact with a greater number of teachers. The objections to frequent promotions by classes are: *First*, frequent changes of teachers; *second*, the best interest of the majority are sacrificed for the benefit of a very small minority; *third*, there is no real advantage gained for those who are promoted, in either time or opportunity, for more rapid advancement. These objections are worthy of careful consideration. The teacher, in an interval much shorter than a year, cannot become acquainted with the individuality of her pupils, their strong and weak points, their susceptibilities, their physical and intellectual powers, and the outside forces, which more or less control their education and character. The teacher ought to know her pupils thoroughly. This takes time. Will not children do better work and make more rapid progress with a teacher who has had time enough to win their confidence and love, than they would with one whose name they scarcely know, and whose warm sympathy they have never felt?

“Why make a reclassification of a whole school three or four times a year, because fifteen per cent. have failed to reach a fixed standard at the end of every three, four, or six months, to the disadvantage of the eighty-five per cent.? The amount of work to be done by the pupil in a year is the same, whether it is divided into quarters, halves, or a year, with a promotion at the *end of each period*.

“The plan of promotions in the schools of this city has been by classes annually, except in the lowest, primary grade, in which promotions are made semi-annually, to accommodate the new

pupils entering in the spring, and by individuals at any time during the term, whenever they are found qualified for a higher grade. A pupil passing into a higher grade at the end of five months, finds no difficulty in making up the subjects omitted in connection with the reviews of the class, if he is apt and diligent. In the practical working of a system of schools, this plan secures all the advantages of frequent promotions with none of the disadvantages of the plan of yearly transfers. In short, it has all the flexibility that the varying circumstances and the differences in children require."

His condemnation of the theory or system which brings together all the bright ones into classes by themselves, and collects the dull ones in a similar manner, is not too strong, in my opinion. I have seen the bad effects of this, often. He limits his objection to the system of reclassification recommended here by specifying "promotion by classes." In my discussion of the subject last year, I remarked, in view of much evidence of misunderstanding on this point (Report, 1873-4, p. 25, § 5): "It is clear that frequent promotion should not be made by classes. The few best ones in the classes should be united with the class above—it will seem a reward or a recognition of their excellence. After such promotion has been made through all or nearly all of the classes from the lowest, each class will find itself composed of its fair, average, and poor scholars, together with a few of the best from the next lower class in the place of the few that it has lost by promotion. For a while, at least, the average and fair scholars in the class will have the stimulus which arises from the consciousness of being the best in the class. The poor ones will rank as 'middling,' and the new pupils will begin as the poorest and slowly work up toward the top of the class."

It seems that in Columbus about five per cent. of the pupils "show strength enough to be advanced during the year." One in every twenty pupils has so strong need of promotion that it is found best to place him in the class above, although that class is a full year in advance. If so many are benefited by a leap over so large an interval, it is difficult to see why ten, twenty, or thirty per cent. of the pupils could not be profited by promotions to classes thirty, twenty, or ten weeks in advance. And if ten

per cent. fall behind into classes a year lower in the course of study, it admits of doubt whether they and many more besides would not have been better provided for by assigning them to classes ten or twenty weeks lower in the course. The other objections will be noticed in their proper place.

It will be noted that Mr. Stevenson believes in promoting "by classes, annually (semi-annually in the lowest primary grade), and by individuals at any time during the term, whenever they are found qualified for a higher grade." "Promoting by classes" evidently refers to changing the work of the class from the course of study laid down for one year or grade, to the work of the next year or grade, while "by individuals" refers to actual reclassification.

"Promotion by classes" may be from day to day, or month to month, or year to year, or once in four years according to the arbitrary standard of division adopted by the one who makes out his course of study. Whenever the teacher sets a new lesson she promotes "by class" to a new stage in the course of study. Whenever one ten week's work is accomplished, and a new one begun, there is a promotion "by class," although neither the teacher nor the pupils may make any note of it. The course of study with us is sub-divided so as to show the average amount of work for ten weeks. Many years ago, no accurate measure of the time required to go over the course of study in its various stages was kept in this city, and, as a consequence, the expression "promotion by class" would not have been used with reference to entering upon the work of a new year, but might have been applied to the promotion of a class to a new text-book, or from one school-building to another, or from one room to another in the same school, or finally, from the district school to the high school. Possibly, also, "promotion by class" refers to the change of teacher, in Columbus. But at all events, it is not "reclassification" in the sense that term is used in this report. The promotion "by individuals," since it must refer to a change from one class to another is a reclassification, and this must happen quite frequently even in a school where only fifteen per cent. of the pupils are thus changed in the course of the year.

Superintendent Stone, of Springfield, Mass., presents his view of this matter, in his report for 1874, thus :

“ The perfection of school organization, as I understand it, is reached when every pupil has a chance to do his best. This can be accomplished only by judicious grading ; but schools are frequently graded so mechanically, that they fall far short of the highest efficiency. In this way arises the objection, sometimes made, that work in graded schools is slow, and that pupils are not unfrequently hindered, rather than carried forward, in their progress. It must be acknowledged that unless grading is done strictly according to proficiency and ability, the advantages claimed for it are not attained. The mistake most frequently made in grading a school is in supposing that a class once formed can be continued, for a considerable length of time, without any promotions or other changes. It can hardly be expected that fifty pupils, even of similar proficiency, at the commencement of a school year, can be placed in a room and kept profitably employed there for a twelvemonth upon the same amount of school work. A difference in ability will soon develop itself, and then if the rate of progress is graduated to the average, or, as is sometimes done, to the minimum capacity of the class, those who are able to do more will soon find themselves with considerable unoccupied time upon their hands. Such a result is especially to be deprecated ; for it is an important principle to be borne in mind that pupils do not study to the best advantage nor accomplish their greatest and best work, unless they feel the necessity of constant effort. They ought not to be hurried, but they should feel that they cannot be idle without incurring the danger of falling into the ranks of the laggards and the drones. Persons of active minds must have employment of some kind, and if they do not find sufficient legitimate work in school, they often, from mere restlessness, occasion the teacher much trouble in the way of discipline, or become disgusted, and leave school altogether. Their minds are dwarfed if they remain under such circumstances ; they have little enjoyment in their work ; and it is not strange they lose their patience and their interest.

“ Various plans are proposed and tried for the solution of this

difficulty. That of dividing and sub-dividing the pupils of a single room into numerous small classes is, perhaps, the most objectionable; the time allowed to be devoted to each class being wholly insufficient for anything like thorough and satisfactory work.

“Another plan is an entire reconstruction and classification of all the grades, four times in a year. Whatever may be said in favor of such a course, neither theory nor practice give it a strong endorsement. While it may bring those of the same proficiency together at each classification, a term of ten weeks does not allow sufficient acquaintance to be formed between teacher and pupil to enable both to work to the best advantage, before a recast of the school introduces a new class, or one for the most part new. Such frequent changes are found to produce constant confusion, and the advantages of continuous methodical work are almost entirely lost.

“Our own schools, as I regard them, seem to need a more discriminating classification at the commencement of the school year, and afterwards more frequent individual promotions. When a class is formed, every pupil should be placed there, who is able, or who can possibly be induced to do the work of that class; no matter how many grades such pupils overleap, or what may be their ages. As the class progresses, those who seem capable of advancing faster, and are willing to make an extra effort, should, from time to time, be promoted to the next higher class or grade, provided it seems probable that such pupils can bridge over the interval thus passed, within a reasonable length of time. Where such opportunities for promotion are constantly before the school, a laudable ambition for respectable progress is kept up, and more and better work is accomplished. At the commencement of the Spring term, in April, a reclassification of the lower primary grades may be desirable, as a considerable accession of new pupils is made at that time to those schools. I would also advise that, at the same time, three months before the close of the year, a thorough examination be made, in the upper grades of the grammar schools, of those individual cases who seem capable of advancement, that they may be allowed promotion, and thereby

gain a year in their course; especially when the age of the pupil seems to render such a step desirable."

"Such a system of classification and promotion, carefully watched and carried as far as the health and ability of the pupil will admit, and assuredly no farther, will, I feel confident, greatly increase the efficiency of schools. In this way many a disheartened pupil will be incited to interest and effort; many who have despaired of promotion, will look forward with hope; many who have anticipated leaving school in the middle grades, will be induced to go farther; and many, very many, I hope, will be able and willing to go beyond the grammar school grade, and join the classes in the high school; the highest public educational good in our city now within reach of its children and youth."

The plan of "dividing and subdividing the pupils of a single room into numerous small classes," spoken of above, as the "most objectionable," is the plan adopted in ungraded schools, and for the numerous class of small country schools. While the plan is very objectionable, it is difficult to suggest anything better for the small schools in thinly settled districts of the country. In the lowest primary classes of a city school where the recitation should not exceed twenty minutes in length, the teacher may profitably divide her sixty pupils into three or even four classes. But in the grammar school there should not be more than two classes of twenty-four pupils each. "Reclassification of all the grades four times in a year," if it had the effect described of changing at each time the majority of the pupils from one teacher to another, would certainly fail of "strong indorsement," or at least ought to fail of it. When we read, however, of the "frequent individual promotions," and of the "reclassification of the lower primary grades" at the commencement of the spring and fall terms, we find that the kind of "reclassification" we advocate here, is practiced and strongly endorsed in Springfield.

The School Committee of Worcester, Mass., present the following remarks on this topic, in their recent report on the suggestions made by the Mayor of that city:

"It should also be borne in mind that any system of grading is necessarily imperfect. The differences between our scholars are not a series of regular and abrupt steps according to the theory

of our grades. There are wide differences of attainment by study of physical and mental capacity, and of disposition and home influence. In truth these differences might be more fittingly compared to the slope of a mountain ridge than to either a stairway or an inclined plane, and if we rightly understand the remarks of the mayor, it is these differences that form the basis of his criticism upon our system of grading. But precisely the same criticism may be made upon the ordinary classification of scholars in an ungraded school; and until the city of Worcester can afford to furnish to each scholar a private tutor specially adapted to the scholar's needs, we are not prepared to recommend the abolition of grading and classification in our schools.

"But it is no doubt true that a series of graded schools needs constant supervision and regrading. Many teachers seem unwilling to promote their best scholars except at the termination of the year, and therefore some special provision for discovery of cases of exceptional merit and their more rapid advancement is necessary."

"The ordinary and regular operation of our system results in the promotion or advancement of the scholars one grade each year. The average Worcester scholar performs the work assigned for him to do with an indifferent sort of success, and is regularly promoted.

"But there are cases of exceptional dullness and absence, where the work is not done. And there are exceptional cases of meritorious achievement, when promotions might and ought to be made more rapidly than our system in its ordinary working provides for. It is the latter which we suppose the mayor to have had in mind when he called attention to semi-annual promotions. Agreeing with the spirit rather than the strict letter of his recommendation, we favor promotions in cases of exceptional merit at whatever time of the year it may be discovered, and recommend the breaking of all rules, if need be, to get at them and do justice by them.

"When the present plan of placing each school building under charge of one master or principal, was adopted, it was expected that the principals, having all the scholars in the building directly under their own eye, would readily discover and rapidly advance

superior merit. Has this expectation been as fully borne out by results as we had right to hope it would be? Do the principals make themselves personally as familiar with the scholarship of each scholar as they might, and ought? It seems to us that we have a right to expect that all principals having an assistant in their own room will make frequent visits to each room, hear recitations, and give instruction in each, and make personal examination to such extent as to become perfectly familiar with the attainments of every scholar, and be prepared at any time to advance the deserving. It is believed that they have abundant time to do this.

“We have in mind the case of six scholars at the beginning of the present year promoted from the sixth to the eighth grade, and to-day they are among the very best scholars of that grade. Nothing can be more certain than that it would have been a great injustice to have kept back those six scholars in the seventh grade during the present year.

“The provisions of Chap. VII. of the rules and regulations of this board well define the duties and confer ample powers upon ‘principals and assistants’ with regard to promotions, and the only change we see reason to recommend is the addition of a rule requiring assistants to make reports to principals, and principals to the superintendent at the end of each term, whether there are any scholars in their schools that ought to be promoted, and if so, why they are not promoted.”

Superintendent Harrington, of New Bedford, attacks very earnestly the proposed plan of reclassification, and takes a far more radical position of hostility than any other opponent. His first and chief objection to the system is against the supposed frequent change of teachers necessitated by it, and the consequent injury to the thoroughness of the instruction and the healthfulness of the discipline. He very justly contends that the teacher must have time to get acquainted with his pupils, and to plan and carry out a systematic whole of methods and processes carefully arranged, so as to produce important mental and moral results. Perhaps a sufficient reply to this will be found in the subsequent demonstration of the fact that the change of teachers need not and does not occur any oftener under this system than under the system its opponents advocate. But

Mr. Harrington seems, like some other opponents, to understand the effect of "reclassification four times a year" to be the change of teachers four times a year. With such a mistaken view of the system one cannot be surprised that he opposes it. But he proceeds to indicate his hostility to all systems "in which promotions make one of the customary instrumentalities of influence and progress." "The course of study," according to him, should be "so adjusted as to meet the intellectual demands of a scholar at every step of his progress, following him along until, at 14 years of age, he has compassed a full schedule of elementary study." "Although the well-constructed manual of study presents only the minimum of requirement," he asks: "Do we not expect that minimum to serve only as a skeleton, which the teacher is to clothe with flesh and blood, and round cut into full proportions, so as to meet the expectations of the ambitious, satisfy the cravings of the intellectual, and occupy the time of the most proficient?" "The school in which promotions are a customary instrumentality, must be addressing itself all the time to mediocrity alone, on a comparatively low level of purpose without stimuli to create a healthful *esprit de corps*, and wanting in the characteristics of vigorous, intellectual life." "Promotions are not provided for in our system—are not asked for—could have no legitimate place. The best scholars, all throughout our grades, find constant and delightful occupation." By this we are to understand that a vastly superior plan to the one which sifts and classifies, and is attentive to close grading, has been discovered, and this plan makes pupils and parents indifferent to the grading and classification of the school. It makes no difference how unequal the powers of those who are in the same class—the gifted and mature pupil can use his time in full, while the poorest pupil does as much. "This condition of things rendering it possible to occupy the time of the superior scholars in fruitful study, and also to give the poorer ones a good wholesome stint which they can accomplish without any undue strain or forcing, while all, at the same time, work together as a class, is brought about by an adjustment of the studies, which may be described, in a homely way as 'a circle within a circle.' The inner circle represents the essential fundamental work which is

prescribed to be thoroughly accomplished by all the class. The outer circle represents a broader field of study, either illustrative of or supplementary to that of the inner circle which all are expected nominally to engage in, *but from any test work as to which the weaker minded can quietly be released, just in proportion to their incompetency to master it.*"

I have italicised the last clause in order to draw special attention to it. "The result," he continues, "amply justifies our method. It is as admirable as it is astonishing to find, by letting the poor scholars work along side by side with their original mates, not souring them by rebuffs, not destroying their self-respect or paralyzing their ambition, by keeping them back, how much they will gradually acquire; how often, indeed, their indifference becomes charmed away, their dormant faculties roused to activity, and an honorable career substituted for one of neglect and demerit." Finally, he concludes that the best plan is "to continue the class of scholars under the selfsame teacher through all the four years of progress, after entering the grammar school, up to the graduating grade." He intimates that the schools under his charge "have comparatively little to do with percentages. We do not believe in them in connection with either large schools or little schools. We believe that a system of marking and per cents exerts a depressing influence over school work. We have stated written examinations (four times a year) at which, for specific purposes, the papers are marked and the per cents obtained. Beyond that we trust in less artificial stimuli to give spirit and life to our schools."

The repudiation of all class records by which the individual pupil and his parents can be provided periodically with a faithful statement of the amount of work done by said pupil, would seem to be quite in harmony with the system described as existing in New Bedford. While I am far from denying that the "let alone" (*laissez faire*) theory of school management will permit some very good work to exist, my experience with very much of it in my youth, beginning with the "red school house" in the woods and extending through several of the private schools called "academies," forces me to say that I believe that under it there is a wholesale slaughter of the time and opportunity of well-

disposed youth. I never shall forget the epoch made in my life upon emerging from this regime and entering the Phillips Academy, at Andover, then under Dr. S. H. Taylor. Here a class record was kept, and students were held accountable for the use of their time and opportunities. I cannot but believe that the system as practiced at Andover does the utmost to develop responsible beings, and to transmute the pulpy substance of impulse and inclination—the undisciplined will—into a self-controlled will, a directive intelligence that can reinforce the moments by the hours, and accomplish something in the world. Most persons that I have known brought up under the *laissez faire* system have seemed to lapse away in after life and recede from the promise which their school life gave, while the strong characters have emanated from the throng of those who were held to a strict responsibility in their school life. A system which classifies the weak and incompetent with the strong and genial minded, and when they diverge in the amount of work accomplished under its instruction—as they certainly will diverge under any instruction which is anything other than an opiate, a paralyzer of the will—still retains them in the same class and relaxes its hold so as to release the weak from their normal responsibility, will be found in nearly every case to be productive of injury to the growth of character in both weak and strong. If pupils of all classes are to be held to a strict accountability for their work there must be a careful system of classification.

I am aware of the difficulty of making any statements regarding schools, without the probability of being misunderstood even by those well versed in educational affairs. When we undertake to describe a system or method we assume a certain status of things as existing; probably we take for granted, that the reader or listener has in mind the organization of the schools in which we are working. If the reader or listener happens to be acquainted with a radically different system only, his attempt to construe our words results in ludicrous misconceptions. Few people have any adequate idea of the diversity that really exists in our public educational systems in the United States. Not to speak of the difference of public school methods from those of private or parochial schools, one may find variety enough within

the public schools to explain how such misunderstandings arise. It is not sufficient to state a system in words which have become technical in a particular locality. The reader of a different locality will read such words attentively, but will put his own construction upon them. An example of this has been seen in the different interpretation given to the words "promotion" and "reclassification" used by different writers in different senses, and sometimes by the same writer in the same sentence in two meanings. "Promotion" may mean change of class (*a*) from one book to a higher one; or (*b*) from one room to another; or (*c*) from one teacher to another; or (*d*) from one school to another; or (*e*) from the quantum of work prescribed for one limited time (primary or grammar department, year or grade, term or quarter, week, or single lesson). Or, again, it may refer to the change of a pupil from a lower class to a more advanced one, etc. "Reclassification" may be used to signify some one of many phases appertaining to the organization of a school. The transfer of a single pupil from one class to a higher or lower one is reclassification. It is not strictly correct to apply the term reclassification to the transfer of a whole class from one school, teacher, room, book, or grade of work to another; and yet much confusion arises from such application.

In order, therefore, to make this discussion explicit it will be necessary to have constant reference to systems that stand in contrast to our own, while we are attempting to give an account of it in a report.

1. The germinal school organization out of which all varieties have grown is the country school of one room and one teacher, with from ten to sixty or more pupils of all ages and degrees of advancement, from the stripling of four years, who begins at the alphabet, up to the young man of twenty-one, who is likely to study algebra, or Latin, or natural philosophy. The difference in qualifications ranges through eight or ten years of study. If classes are to be made they are likely to be made on the accidental fact that some of the pupils bring to school the same text books: in the same arithmetic, the same reader, or geography, or grammar, a class being formed with very little regard to the difference in advancement of its members. Not seldom it happens that those

of like advancement in the country school happen to have different text books, and for that reason alone, are assigned to different classes and mated with other pupils of very inferior attainments, who have the same book. Thus it happens that the function of the teacher in the country school becomes chiefly one of keeping order and hearing lessons, without being able to find time to teach or explain anything, or to become acquainted with the obstacles that arise in the minds of his pupils. His number of recitations per day averages from twenty-five to fifty, and their length varies from two minutes to twenty or thirty, but averaging only five or ten minutes apiece. But the same teacher may remain in the school for years, although this is not usually the case. The pupils then may avoid frequent changes of teachers. A pupil might spend several years under the same teacher. There is no division of labor in this rudimentary type of school, and it is obvious that the continuance under the same teacher possesses but little more advantage than the antiquated process by which a gun was made throughout—lock, stock, and barrel—by one gunsmith, has over the division-of-labor system in the Springfield armory, or the watch manufactories at Waltham or Elgin, where each manipulation has a different workman to perform it. With small schools of this character which range through so wide differences in age and acquirements in their pupils, but little can be done other than to secure discipline, and lay special stress upon individual industry. Uniformity of text-books (now generally established by State laws), renders possible some degree of classification, but, at best, such classification is very imperfect for the reason that there can be little transferring from one class to another in case of differences of ability.

2. When the country school grows to be a village school, and the number of pupils increases to sixty or one hundred, two rooms are opened and two teachers employed. Division of labor may begin here. Primary and Grammar department is instituted, and the range of acquirement in each room may be four years by the course of study. Fewer classes and larger ones allow the teacher twice the length of time for each recitation, and he can begin to lay some stress on instruction.

The advantages of class recitation over individual instruction,

begin to appear at this point. Individual instruction is good where the teacher can devote to it as much time as to an ordinary recitation, but it is inferior to class recitation even then. The class should consist of not less than ten nor more more than thirty. The length of recitation should vary from fifteen or twenty minutes in the primary grades to thirty or forty minutes in the grammar department. During recitation there should be the most vivid and constant attention on the part of all the pupils. It is obvious that this can be obtained in the primary grades only for a short time. With increasing discipline and the strength that comes of years' practice, the recitation hour can be lengthened. That a properly conducted class recitation is of far greater value than individual instruction, is obvious from the consideration that the contents of the lesson are stated over and over by different pupils of the class, criticised and discussed, illustrated from the experience of different pupils, and the pupil has the advantage of seeing how his fellows encounter and surmount such difficulties as he himself meets. What we see in the experience of others, our equals, becomes at once our experience by adoption, and it saves us from the pain and consumption of time necessary to acquire its wisdom through personal adventure. Hence Education is essentially to be carried on in the form of community. The school is and must be a community; no private tutoring can educate as the school can. But it is evident that the school best subserves this purpose, when it classifies so that each one meets his equals in the recitation. Great inferiority or great superiority in his fellows mars the force of the lesson which he learns from seeing their work.

The village school of two rooms as contrasted with the country school of one room, exhibits to us the beginnings of classification and proper recitation. It does hardly more than this. Its separation of the four years of primary work from the four years of grammar school work is a great, but only one, step.

3. When a village comes to have five hundred to a thousand children living within a small area so that they can be brought together into a central school of eight to twenty rooms, new developments become possible in grading and classification. Usually the primary work is kept localized in small schools while only the

advanced pupils are brought together into the central school. This is just and proper. The ratio of younger pupils to older ones is large. In St. Louis (see page 29 of this report), there were last year in every 100 pupils 37 in the first year's work; 17 in the second year; $16\frac{1}{2}$ in the third year; 12 in the fourth year; 7 in the fifth year; $4\frac{1}{2}$ in the sixth year; 3 in the seventh year, and 3 in the entire four years' course of the High School. Counting the lowest three years of the course as primary work, we have over 70 per cent. of all the pupils in the schools in the primary department, and only about twenty-six per cent. in the grammar department. In eastern cities where education has for a long time done its work, the ratio is much more favorable to the higher departments than with us. From these facts it is clear that in order to secure as good results in classification of grammar school pupils, as with primary pupils, the former must be brought together into about one-fourth as many schools as the latter. To explain: There are, in the school children of a given community about one-half as many in the grammar school department as in the primary. The recitations of the primary pupils should be about two-thirds the length of those in the grammar department, by reason of the undisciplined power of attention of the former. The number of recitations in the primary department will average three-fourths of the number to each class in the grammar department. Hence it is that the number of pupils to each teacher in the grammar department must be considerably less—two-thirds of the number assigned to each teacher in the primary department. The teacher in the primary department can manage and instruct 72 pupils with greater efficiency than the teacher of the grammar department can manage 48 pupils. In the small primary schools located in the different neighborhoods, therefore, the primary teacher may easily manage three or four classes of pupils. These may represent a difference in advancement twice as great as that in any single room of the grammar department.

The question of the proper number of classes to be assigned to a teacher arises in this grade of schools. No one would think of organizing a country school or the two-room village school on the basis of one class to a room. It is first in the central or "graded"

school, with its eight to twelve rooms, that the question of reducing the classes in number so that each teacher shall have charge of one only. According to our St. Louis system the teachers in the grammar department (5th, 6th, 7th and 8th years of the pupil's course at school) have two classes each, and one is engaged in study while the other recites. In the primary department three and even four small classes are formed by the teacher of each room. In these remarks it is taken for granted that the style of building is not the old fashioned type of a large study room, presided over by a principal, and with small recitation rooms opening out from it, in which the assistants hear the classes recite, when sent to them from the large room. This type of school house, invented for the purposes of the Lancasterian system, has gone out of date. Since 1848 the plan has been adopted of assigning each teacher a room about 32 feet square, with 48 to 64 pupils, who do not leave the room for study or recitation, both being conducted by the teacher in charge of the room. The gain in humanizing the pupils and in rendering a milder discipline possible has been very great under this system. Formerly the assistant teachers had little to do with the discipline, which was done almost entirely by the principal, who, on the other hand, not learning to know the pupils through their recitations, had to govern them through external authority rather than through the subtle influences which one can wield who knows the characters of his pupils thoroughly. (For the ground plan and elevation of this style of building, see plates in this report.) The objections to the plan of having only one class under each teacher are these: (a) it makes the class too large, so that either the recitation must be too long or else its members can not all share in the recitation; (b) it wastes the possibilities of classification by requiring the whole room to take the same lessons, when, if divided into two classes, one in advance of the other, the class intervals could be lessened one-half throughout the whole school, and as a consequence transfer from one class to another be rendered easier; (c) it is apt to destroy the force of the recitation, because the teacher, while not hearing a recitation, is helping scholars to learn their lessons or solve difficulties, and thus, to a greater or less extent distracting the attention of the pupils from

work which they ought to perform by themselves and with all possible self-concentration and self-reliance—the consequence being that the work of criticism and analysis that should come up in the recitation is anticipated by the ill-timed assistance of the teacher during study hours: hence a tendency to obliterate the lines between study hour and recitation hour, and to confound them.

If then we suppose that our village “graded school” is organized so as to give each teacher a room with two classes, the class intervals will be about as follows: eight rooms devoted to grammar school work (the second four years’ course for the district schools), and four hundred pupils in attendance; of these pupils one class would be in the eighth or last year of the course—30 pupils; three classes in the seventh year, the advanced class one-half year behind the highest class in school, the second and third classes respectively in the first and second quarters of the seventh year’s course—70 pupils; four classes in the sixth year’s work, one in each quarter’s work of the course—110 pupils; seven classes in the fifth year’s work, the class intervals being from five to ten weeks—190 pupils.

The following scheme would indicate the rooms, classes, and grade of advancement of the pupils in this “graded school:”

Room.	1st class Pupils.	Course of Study		2d class Pupils.	Course of Study	
		Year.	Quarter.		Year.	Quarter.
I.....	30....	VIII.....	2d quarter....			
II.....	20....	VII.....	3d “	....25.....	VII.....	2d quarter.
III.....	25....	VII.....	1st “	....25.....	VI.....	4th “
IV.....	25....	VI.....	3d “	....30.....	VI.....	2d “
V.....	30....	VI.....	1st “	....25.....	V.....	4th “
VI.....	25....	V.....	3d “	....30.....	V.....	3d “
VII.....	25....	V.....	2d “	....30.....	V.....	2d “
VIII.....	25....	V.....	1st “	....30.....	V.....	1st “

We have not indicated a high school course in this school system. Its normal size would be about 70 pupils. These dividing into four classes to correspond to the four years’ course, could not be subdivided, for subdivision of classes ought not to take place unless the number in the class is greater than thirty, except in those cases where the class intervals would be greater than one year. In the above graded school course, perhaps it would be

found necessary to subdivide the class of 30 who are in the eighth year or grade.

In order to explain my use of the technical expressions "year" and "quarter," I will state that at the National Educational Association in August, 1874, a conventional grading scheme was adopted by the School Superintendents in order to measure the progress in the course of study, and afford a convenient *technique* for expressing it.

DISTRICT SCHOOL COURSE.								HIGH SCHOOL COURSE.			
Primary School Dep't				Grammar School Dep't.							
I	II	III	IV	V	VI	VII	VIII	I	II	III	IV
year	year	year	year	year	year	year	year	year	year	year	year or
or	or	or	or	or	or	or	or	or	or	or	senior
grade.	grade.	grade.	grade.	grade.	grade.	grade.	grade.	class.	class.	class.	class.

4 The per cent. of pupils in the entire system that are enrolled in the High School course of study varies from two to five per cent. (Chicago, 2 per cent; St. Louis, 2½ per cent; New Bedford, 4 per cent; Boston, 5 per cent). Hence in school systems enrolling 5,000 pupils and upwards, per annum, the High School enrolls two hundred or more pupils—as the percentage of High School pupils is usually larger for small cities. The ratio of pupils who enter the High School and remain to enter the second year, is 57 per cent.; to enter the third year, 36 per cent.; to enter the senior class, 25 per cent (see p. 29). At this ratio there would be about 100 pupils in the class entering the High School. These could not all recite in one class, and would be divided into three, or perhaps four, divisions. According to our principle: *Have as many degrees of advancement in a school as there are different classes, or divisions for recitations*, we may accordingly find our High School classes ranking as follows:

- I. Senior Class,.....24 members, one division.
- II. Third Year Class,.... 36 " two " half year intervals.
- III. Second Year Class,... 56 " two " half year intervals.
- IV. First Year Class,.....90 " three " qr. to half yr int'ls.

The only ground that can be alleged for desiring to avoid these class intervals and reduce all to the standard of the year-

interval is found in the fact that the High School course usually admits elective courses or studies which are not difficult to arrange when the class is so large that a full division can be made up on any one of the elective studies or courses, but with a small class split up by election of various courses, the arrangement becomes impossible without an extremely large and expensive corps of teachers. This objection may be met by curtailing the elective studies, and constructing a rational course of study. Such an attempt has been made by the Committee on Course of Study in our Schools, (See Appendix, p. xlvi) All pupils are obliged to take Latin during the first two years of the High School Course. Election of studies is allowed to some extent but is limited by a rule prescribing the minimum number that may form a class in an elective study.

In this organization of Schools, the plan of class intervals of less than a year may exist in all the classes except the highest. When the number in the High School Course exceeds five hundred, the senior class will consist of two or more divisions and should graduate at intervals of half a year. The matter of graduation from the High School is not, however, so important. It is easy to bring all the divisions together in the third year of the course by adding something to the extremely valuable culture studies of that year, so that those who get ready to take the studies of the senior class before the close of the year may take up an extra amount of work to occupy them until the end of the year.

For the first two years of the High School course the class intervals should by all means be less than a year if those classes are subdivided into two or more divisions.

The question may arise, how shall we introduce the plan of shorter class-intervals into the High School? This question would be asked in the presence of a system whose course of study had been rigidly "nailed to the calendar," so that each pupil was supposed to complete the work of his grade just at the time of the annual examination and at no other time, and if he lacked some little time of completing his year's work—say one week or one month—then he should simply be consigned to the next class below, and continue a year longer on the work of the grade.

Attention must be called to the fact that this correspondence of the progress of the class in the course of study with the calendar, indicates violence. Such correspondence is not natural and cannot be reached or maintained except by holding back pupils already advanced, or by cramming pupils who are not up to the standard. If the natural causes are allowed to work, class-intervals will appear everywhere, so that no two divisions will be at the same degree of advancement in their work. What I would lay stress on is this: never try to bring the degree of advancement of any two classes or divisions to the same exact standard, or to standards exactly a year or multiple of years apart. Rather encourage the organization of classes at intervals of less than a year apart, so that reorganization of classes for economical reasons, or for purposes of better classification may be made at any time without inconvenience. This can be done easily when the classes are only six or ten weeks apart, but not easily when they are a year apart.

The actual test of advancement of a pupil is maturity, or ability to go on with the work given him. It is safe to say that even in a country school of sixty pupils, there are no two of exactly the same advancement, although it is probable that there are eight years of school work between the advancement of the highest and that of the lowest. Now, classification is at all times a merely relative and arbitrary affair. In the school of sixty the first class in arithmetic may include any number from one to ten, perhaps. If it has ten, it is likely that there will be a difference in qualifications of from two to three years in actual advancement, and the consequence will be that while the lowest will be dragged beyond their powers, if they are really compelled to do the work, the most advanced will feel no pressure except that of their own caprice. Without looking at their lessons, they will easily lead the class. Hence they will lose that valuable discipline of the will which comes of a feeling of responsibility and the necessity of making persistent and regular exertions.

The ever-repeated experience in such schools is the loss of all hold on the pupil's mental habits by the teacher except what he can get by a little individual instruction. Classification in large schools, though still arbitrary, becomes approximately exact. It

always happens that there is no strongly marked line between the lowest of the class and the highest of the class next below. Where there is a year's interval of school work between the classes, it always happens that the interval between the highest and lowest in the class is less than the interval between the lowest in rank of the upper class and the highest in rank of the lower. Bearing in mind this relative nature of classification, one can easily see the importance of having small intervals between classes. The question of economy here meets the question of classification. The classes ought not to be below a certain size; 20 to 30 pupils should be in each class; the less the intervals between them the better. In a country school of forty pupils of all grades, the size of classes is so seriously limited by intervals of advancement, that little else than individual instruction is the result, and the time and energy of the teacher is dissipated.

In enumerating the causes which tend to render frequent reclassification necessary, I would lay stress upon the following:

(a) Irregularity of attendance caused by sickness, by necessity of working for a living, by change of residence. To show the prevalence of this irregularity, I have taken, at random, the following statistics, from such sources as are before me:

Cities.	Per cent. of attendance of pupils on number enrolled.	Cities.	Per cent. of attendance of pupils on number enrolled.
Boston.....	89	Louisville.....	64
New Haven.....	80	Cleveland.....	63
Richmond, (Va).....	76	Milwaukee.....	63
New Bedford.....	75	Chicago.....	61
Providence.....	74	Pittsburgh.....	60
Washington.....	74	Newark.....	58
Columbus, (Ohio).....	72	Rochester.....	56
St. Louis.....	67	Kansas City.....	55
Syracuse.....	66	Albany.....	54
Detroit.....	66	Baltimore.....	54
Indianapolis.....	65	New York.....	54
Worcester.....	64	Jersey City.....	48

About two-thirds of the entire number are in attendance at a given time, it would seem. Upon return to school after a period of absence, the pupil has the opportunity of falling back into a class one year behind, or of overtaking the class he left, by making extraordinary effort.

(b) Time of commencing school. Nearly one-half of the youngest pupils begin their school life in the spring instead of the fall, and consequently their class-interval is three-fourths of a year behind the class that entered in the fall before.

(c) Then there is the difference in temperament and character—the slow and the swift, the weak and strong, the careless and the earnest, the mature and the immature, the industrious and the indolent. Start all together, and these causes will soon make a great difference.

It is evident that with small class-intervals re-assignment of any of these pupils who have lost their standing in their classes, is an easy matter. The system of small class-intervals only takes advantage of the necessary division into classes, and would not have new divisions formed simply for the sake of making short intervals. Pupils that are irregular in attendance, or that begin school in the middle of the year, or that are immature, have to be dealt with even under the old systems, and is it possible to deal with them satisfactorily? They form nearly or quite one-third of all the pupils enrolled.

There is a perpetual diminution of pupils in the higher grades occasioned by final withdrawal from school, and on the other hand there is a perpetual accession of numbers from below. Not to readjust periodically would leave the classes of the high-priced and most experienced teachers very small, while the classes of the teachers of least experience and smallest salaries would be filled to overflowing, and it often happens that pupils are refused for want of room in these grades when there is much room in the upper grades.

Instead of adjusting this at the end of the year, let it be done as often as needed, by promoting a few of the best pupils in each class to the next higher. This will not (a) isolate the poor pupils by themselves, for into each class the best pupils will come from below; (b) nor will it fill the upper classes with brilliant, superficial, precocious children, for the test of promotion will be maturity—ability to do the work of the higher class, and if any other standard is used the evil will speedily correct itself, inasmuch as the immature pupils thus promoted will remain at the bottom of the higher class, and will not get promoted again until after they

are rejoined by the rest of their class. (c) Nor will it on an average cause pupils to change teachers any oftener than the old system. In fact, unless withdrawal from school in the upper grades makes room for the transfer of pupils, they can not be transferred from one teacher to another, but the re-adjustment must be effected in part by assigning incompetent pupils to lower classes. The actual depletion of upper grades, including the High School, however, is sufficient to allow of the "sifting-up process" to a sufficient degree to make all needed adjustments. If each teacher has two classes, and one-fourth of each class is promoted and joined to the next, every ten weeks, the average stay of each pupil in her room will be two years; if one-third is promoted each time, one year and a half will be the average stay under each teacher. The maturest and ablest pupils will stay a less time than the average, while the immature and weak will stay for a longer time. The maturest and ablest pupils need less individual help and less psychological study of their idiosyncrasies on the part of the teacher.

Of course it is understood that these promotions are followed by a review of studies on the part of all classes into which promotions are made. Frequent reviews are essential to thorough work, and essential to teach pupils how to study.

Under the system of small class-intervals and frequent opportunities for promotion, there is not so much high pressure and cramming, nor, consequently, so much danger to the health of pupils. If the pupil does not get into the High School on this occasion, ten weeks more are soon passed, and a review of her studies for that length of time will not seem unreasonable. If she is very thorough she will overtake many of her former companions who will lose ten weeks for one cause or another, in their future course.

This frequency of examinations for admission to the High School is not based on the expectation that every grammar school will graduate a class each quarter, for that would indeed imply too much change of teachers. But each grammar school will send one or two classes a year and at such time in the year, as they are prepared—at one time, at the close of the first quarter; and then again perhaps at the close of the third quarter, just as it

may happen. But there will be enough pupils admitted to the High School at the close of each quarter, to form one or more new divisions.

Reclassification does not mean a thorough reorganization of classes. It may take place on the promotion of one, two, or a dozen pupils from one class to the next. The system here recommended is designed purposely to prevent such complete reorganizations as are necessary when a class changes teachers and is divided and united with other classes. It substitutes a gradual process for such violent measures.

This system has been in practice in St. Louis and Chicago, and other Western cities, so far as lower grades are concerned, for at least twenty years. The effect of the High School examination, coming once a year was however, to prevent the application of the system in the highest grades of the district school. The object of the present discussion is to bring out the merits of the system as one to be universally applied throughout all grades of common schools.

Educational Endowments.

During the year 1873, the donations for educational purposes amounted to \$12,081,738. The previous year the amount was \$11,226,977. For several years the average donations have been ten millions a year. The following are the items of this immense sum, in detail:

For Universities and Colleges.....	\$9,112,914
“ Schools of Science.....	780,658
“ Schools of Theology.....	619,801
“ Schools of Medicine.....	78,600
“ Superior Instruction of Women.....	252,005
“ Institutions for Secondary Instruction.....	555,241
“ Libraries	379,102
“ Museums of Natural History.....	131,680
“ Institutions for Deaf and Dumb.....	4,000
“ “ Blind.....	15,000
“ Miscellaneous.....	152,840

Agassiz Fund.

In order to assist in the commemoration of Louis Agassiz, whose death last year was such a blow to the cause of science, a general movement was set on foot to collect sufficient money to complete the endowment of the great Museum of Comparative Zoology, at Cambridge, founded by him. About \$8,000 was collected by donations made through school children in the United States. Of this sum, St. Louis contributed \$766.28, or nearly one tenth.

Cost of Text Books.

As an interesting item I here present a statement of the cost of text books in the public schools for each year in the pupil's progress. The estimate is made on the supposition that the child purchases all books at the retail price, and receives no books second hand from older brothers or sisters. After each book I have indicated the number of years that the book has been adopted by the Board (see Appendix, pp. cxlv-viii):

First Year or Grade.

Quarter of year.	Price.
I. Slate.....	10 cts.
I. Phonetic Primer (eight years).....	30 "
II. First Reader (eight years).....	35 "
III. Second Reader (eight years).....	35 "
IV. First Lessons in Arithmetic (six years).....	25 "
	<hr/>
	\$1 35

Second Year or Grade.

I. Third Reader (eight years).....	50 "
IV. Primary Arithmetic (six years).....	30 "
I. Drawing Cards I (this year)	15 "
	<hr/>
	95 "

Third Year or Grade.

III. Fourth Reader (eight years).....	60 "
I. Primary Geography (ten years).....	75 "
I. Drawing Cards II (only this year).....	15 "
I & IV. Writing Books Nos. 1 & 2 (fourteen years)...	30 "
	<hr/>
	\$1 80

Fourth Year or Grade.

Quarter of year.		Price.
I.	Intermediate Arithmetic (six years).....	75 cts.
I.	Intellectual Arithmetic (eight years).....	40 "
III.	Common School Geography (sixteen years). 1	88 "
I.	Speller (nine years).....	35 "
III.	Writing Book No. 3 (fourteen years).....	15 "
I & III.	Drawing Books 1 & 2 (only this year)	50 "
		<hr/> \$4 03

Fifth Year or Grade.

I.	Fifth Reader (eight years).....	95 "
II.	Writing Book No. 4 (fourteen years).....	15 "
I & III.	Drawing Books 3 & 1 (only this year)	50 "
		<hr/> \$1 60

Sixth Year or Grade.

I.	Practical Arithmetic (eight years).....	95 "
I & IV.	Writing Book 4½ & 5 (fourteen years).....	30 "
I & III.	Drawing Books F. H. 4 & G. 2 (only this year)	50 "
		<hr/> \$1 75

Seventh Year or Grade.

1.	Sixth Reader (eight years).....	1 15 "
I.	Grammar (1856 to 1863 & 1867 to 1874).....	80 "
III.	Writing Book 6 (fourteen years).....	15 "
I & III.	Drawing Books F. H. 5 & G. 3 (this year).....	50 "
		<hr/> \$2 60

Eighth Year or Grade.

I.	Physical Geography (sixteen years).....	1 88 "
I.	History, U. S. (eight years).....	1 56 "
III.	Writing Books (fourteen years).....	15 "
I & IV.	Drawing Books (this year).....	50 "
		<hr/> \$4 09

Total for eight years.....18 17

Being an average per year of..... 2 27

It must be noted that these books are purchased one or two at a time when needed. The Roman numerals on the left indicate what quarter of the year they are required to be purchased. It will be noticed how infrequently the Board changes books—most of the books *now used having been in use for eight years*, and some for nearly twenty years.

Assistant Superintendent of the English Department.

Mr. Wm. D. Butler, who had served with me for six years as Assistant Superintendent, at the close of the year declined to become a candidate for the position for the ensuing year. It gives me pleasure to testify in the most hearty manner to his faithful and valuable services in the schools and to his thorough co-operation with me during his long connection with my office. Mr. E. H. Long, who succeeds him brings to the office a well earned reputation for efficient and thorough work.

Pupils neither Absent nor Tardy.

The following is a list of pupils who have not been absent or tardy for the two hundred days of the scholastic year :

NORMAL SCHOOL.

For three years.

Celia Ballauf.

For two years.

Sophia Ruhmshussel.

Louise M. Brown.

For one year.

Mary Culkin,

Alvina Reubsamen, Hattie Parselle.

Mary Daniels.

Isabelle Johnston,

Olivia Thul.

HIGH SCHOOL.

For four years.

Sllesia Elstermann, Caroline Hicks, Ben. Schnurrmacher.

For three years.

Alice B. Banister.

Judith E. McDowell.

Wm. E. Fisse.

Lewis A. Kohn.

For two years.

Ida Beyden.

Dora I. Campbell.

Fannie B. Griffith,

Carrie S. Hight.

Jennie Weigel,

Mary E. Knox.

For one year.

Anna Allan,

Marguerite Barron,

Cera Bay,

Ada Bouton.

Anna Boyden.

Alma Brockstedt,

Mary B. Brown.

Ella E. Burgess.

Clara Calhoun.

Adelaide Chapman,

Jennie F. Chase

Lulu A. Coste,

Annie P. Dudley,

Sarah I. Durkee,

Jennie A. Earley,

Lenora Flach,

Sarah Hammon,

Geo. Edw. Vail,

Emma A. Janssen.

Sophie Jasper.

Clementine Lafranchi.

Jessie K. Lansing,

Mary Lee,

Joanna A. Martin,

Mag. R. McPherson,

Mary Etta McBrine,

Claudine Meyer,

Mary A. Moylan,

Jessie D. E. Peebles,

Emma Redemeyer.

Lillie Rowe,

Ella Rosenbaum.

Emma Scott,

Annie Sommer.

Alice Shepherd

Mary H. Shepherdson

Mary F. C. Summers,

Laura Tarrants,

Katie O. Timmonds,

Anna W. Wilson.

Mary Sproull,

Helen F. Tschudi.

D. C. Breckenridge.

Henry S. Brookes,

Wm. H. Bulkley.

C. W. Clayton,

Jesse B. Cozzens.

Henry Dale,

Walter B. Dryden.

Frank I. Delano,

George Enzinger.

George I. Gilliam.

George A. Kohn,

Harrie Knox,

Otto Kueffner,

Edwin I. Lemoine.

Louis R. Lemoine,

Eugene Macbeth,

Lansing Morrill,

Harrie G. Mudd,

M. H. Reubsamen,

Chas. C. Sprague.

Richard Taussig.

Gerard H. Ten Brook,

W. R. Vickroy,

S. I. Waterman,

Gust. A. Wurdemann.

FIRST BRANCH HIGH SCHOOL.

For one year.

Sophia E. Dehner.

Lena C. Gates.

Mecky A. Henley.

Jennie C. Johnson,

Katie A. Jones,

Rosa Schumacher,

John Vogelsang.

Edw. K. Woodward.

SECOND BRANCH HIGH.

For two years.

George Barron.

Lottie Gilbraith.

For one year.

Angie Castillo,	Alfred Chapman,	Mary G. Day,	Louis Shepherdson,
Fred. Whitney.			

THIRD BRANCH HIGH.

For one year.

Jennie Andrews,	Lizzie Foster,	Maggie Haus,	Lina Peters,
Jennie Pitcher.	Clara Ringling,	Marie Stocker,	Lillie Simmons.
Jennie Skrainka,	Anna Waney.	Fannie Wachtel.	Daniel Green,
William Hudson.	Adalbert Seemann,	Morris Skrainka.	

FOURTH BRANCH HIGH SCHOOL.

For two years.

Emma Conzelmann.

For one year.

Rachael Rosenberg.	Thomas Wright.	Mollie Koberle,	Clara Bruère.
Maggie Lack.	Martha Slattery.	Carrie Henricks,	May Lewis,
Anna Teuteberg.	Maggie Farrell.	Hattie Packard,	Emma Ette.
Rosaline Fritch.	Maggie Sullivan.	Mary Jennings.	Nellie Quigley.
Marcus Marks.			

FIFTH BRANCH HIGH SCHOOL.

For one year.

James Bull.	Charles Tully,	Henry Wagner.
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AMES SCHOOL.

For two years.

Chas. Melitzer.

For one year.

Leo Geizelman.	John Hoffman.	William Krenning,	Edward Lueking.
Frank Eggert.	William Schwear.	Kate Bertram.	Alice Hastings.
Emma Winkenhower.	Clara Aufderheide.		

BATES SCHOOL.

For one year.

Jno. Margraff,	Willie Ohnemus.	Frank Rosemann.	Mary Lee.
Harriet Webb.			

BENTON SCHOOL.

For three years.

Willie Straub.

For two years.

Charles Luyties.

For one year.

Julia Tospel,	Lizzie Mecklin.	Bertha Ortiling.	Minnie Bohem,
Maggie Lynch,	Jessie Connors.	Blanche Sarrazine.	Laura Stell,
Mary Castine.	Lucy Robins,	Sophie Sietz,	Edna Garvin,
Albert Fink,	Wm. Ridell.	Albert Sietz,	Robert Parks.
August Luyties.	John Fontana.		

BLOW SCHOOL.

For one year.

Benjamin Ahrens.	Herman Merkle,	Bernard Wagner.
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CARONDELET SCHOOL.

For one year.

Adeline Cappelle.	Rosie Beynon.
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DISTRICT SCHOOLS.

CARR SCHOOL.

For four years.

Amelia Sutter.

For one year.

Carrie Altenbaumer,	Matilda Bestenbostel,	Rose Bolender,	Bertha Brandt,
Annie Caspar,	Caroline Grafe,	Ella Knox,	Minnie Kicker,
Rowena Rivers,	Ida Zoellner,	Henry Brinkmeyer,	Henry Bergmann,
Louis Brinkmeyer,	Jacob Coleman,	James Foreman,	William Foreman,
Charles Hensner,	William Mentz,	George Meers,	John Sutter,
Charles Dohrendorf.			

CARR LANE SCHOOL.

For three years.

Lizzie Marshall. Mary Thomas.

For two years.

Carrie Kitchen, Sophia Volmers.

For one year.

Emma Allison.	Nannie Cole,	Fannie Hinchman,	Georgie Kintz,
Ella Wilcox.	Mary Boren,	Sophia Reimers,	Lizzie Sylvester,
Annie Townsend,	Susie Harkness,	Louisa Bosse,	Matilda Johanning,
Grace Kitchen,	Mary Taylor.	Harry Deems,	Fritz Neuner,
Phillip Platt,	Edwin Taylor,	Herman Hertwig,	Charles Entzelroth,
Charles Chambers,	Geo. Itzberg,	Chris. Meinhardt.	Annie Mette,
Alvina Hertwig.			

CARROLL SCHOOL.

For four years.

Augusta Stoevner.

For two years.

Louisa Nohl, Annie Boggs.

For one year.

Annie Gebbhardt,	Lena Krueger,	Emma Rinkel,	Mollie Kaufer,
Carrie Doerring,	Carrie Gebbhardt,	Emma Sicher,	Hulda Horn,
Lena Crone,	Lizzie Fehl,	Louis Hufnagel,	Wm. Appel,
Oscar Gebbhardt,	Frank Schumann.	Louis More,	Henry Schoettler,
Michael Elsperman.			

CHARLESS SCHOOL.

For two years.

Emma Moninger.

For one year.

Lena Kunst. Minnie Haase, Gustave Gockel, Frederick Kunnike.

CHOUTEAU SCHOOL.

For three years.

Jimmie Gass.

For one year.

Otto Wasem,	Katie Fischer,	Rosie Eberle,	Sophie Lindhorst,
Emma Schentel,	Eliza Connelly.		

CLAY SCHOOL.

For one year.

Charles Curtman,	Emma Dreyer.	Philip Busack.	Julia Zeip.
Alex. Newsham,	Tillie Zeip,	John Zeip,	Katie Schaaf.
William Russell,	Henrietta Schaaf,	William Bursache.	

CLINTON SCHOOL.

For two years.

Josephine Plass.

*For one year.*Lydia Bremer.
Corinne Speck,
Lee Johnson,
Charles Stockton,
James Mastison,Laura Herthel,
Lizzie Cray,
Robert Logan,
Julius Lohrman,
Willie Mastison.Lizzie Meyer,
Bertha Weckelin,
Ernest Witte,
James Givens,Emma Meyer,
Mamie Brockman,
Herman Dammer,
George Guerdon,

COMPTON SCHOOL.

For one year.

Henry Griesbach,

Frances Griesbach. Mary Griesbach,

Julius Griesbach.

DES PERES SCHOOL.

For one year.

Rosabe Baldwin,

Albert Baldwin.

DIVOLL SCHOOL.

For one year.

Laura Owens.

Kate Powers,

William Bittner.

DODIER SCHOOL.

None.

DOUGLAS SCHOOL.

For three years.

William Dale,

Alfred Dale.

For two years.

Emma Dale.

*For one year.*Annie Todd,
Mary Branagan,
Herman Filbrecht,Kate Todd,
Nellie Donally,
John Landgraft.John Hamilton,
James Hogan,Mahala Wilson.
Jacob Spratt,

EADS SCHOOL.

*For one year.*Thomas Adams,
John Clark,John Nordimann, John Eifert,
Magaret Bradford, Agripina Carroll,Maurice Langsdorf,
Mary Barbee.

ELIOT SCHOOL.

For five years.

Sarah Wilmore.

For two years.

Jennie Sanford.

*For one year.*Nettie Buck,
Mamie Gamble,
Adella Mass,
Kate Schilling,
Mary E. Whelan,
Matthew Forrester,
Fred Suss,Fannie Christopher, Mary Fogerty,
Carrie Gamble, Alice Kroeger,
Eda Muller, Gertrude Murphy,
Mary Smith, Emily Sproule,
Ida Winklemeyer, Eva Wycoff,
Wm. Heferstien, Gussie Lindhorst,
Julius Wendl.Mary Flippin,
Julia Kroeger,
Tillie Sciberth,
Hattie Vanderan,
George Flippin,
Albert Straub,

DISTRICT SCHOOLS.

EVERETT SCHOOL.

For three years.

Missouri Raymond, Annie Miller.

*For two years.*Minnie Stelges,
Olivia Day,Sarah Arschoeff, Clara Raymond,
John Day.

Nellie Powers,

*For one year.*Mattie Malley,
Josie Meahn,
Alice Parrish,
Lizzie Churchill,
Sarah Dale,
Lizzie Murray,
Arthur Davis,
William Cleary,
Andrew Caspar,Annie Murray,
Jennie Arschoeff,
Clara Arschoeff,
Ida Roberts,
Annie Dowling,
Annie Donovan,
James Cook,
George Reader,
James Yutz.Caroline Gauvain,
Christine Johnson,
Sarah Quigley,
Mary Donovan,
Maggie Love,
Franz Martin,
William Day,
John McDermott,
Theodore Berle.Mollie Murphy,
Clara Gallagher,
Cecelia Osburg,
Fannie Goodroe,
Mary Mack,
Michael McCann,
John F. Boyd,
Edward Prendergast,

FRANKLIN SCHOOL.

For three years.

Isetta Barsalous.

Belle Patton.

Upton Coudy.

William Hageman.

*For two years.*Kate Bewe,
Lena Kimmell,
Thomas Brown,
August Marschmeyer,Maggie Dean,
Grace Malmene,
Henry Bloss.Nora Fogarty,
Jennie Wylie,
Jacob Butz,Emma Kimmell,
Clarence Allison,
Frank Chambers,
Samuel Smith.*For one year.*Hannah Berger,
Kate Lewis,
Julia O'Brien,
William Brinkmeyer,
Henry Heintz,
James Morrissey,
Walter Palmer.Rebecca Jacobson,
Laura Laville,
Dora Roeder,
Thomas Boisselier,
Albert Henkle,
Abel Manheimer,
Louis Rademacher,Eva Jones,
Laura Melcher,
Jennie Raesberger,
Fred. Forman,
Frank Irwin,
Alfred Matthews,
George Lippel.Alvina Kaiser,
Dora Manheimer,
Ida Stockhoff,
William Hagamann,
Edward Keller,
Fred. Marschmeyer,
Walter Wolf.

GAMBLE SCHOOL.

For one year.

Annie Setzer,

Annie Otto,

John Malcolm,

Robert Ehler.

GRAVOIS SCHOOL.

For one year.

Louis Dippel.

Emma Hahn,

Frederica Schneider.

HAMILTON SCHOOL.

For one year.

John Mitchell.

HUMBOLDT SCHOOL.

For two years.

Morris Hammer,

Anna Schwab,

Lena Muff.

For one year.

Albert Bangs.	Clara Schwab.	August Ulich.	Andrew Wueritz.
William Kollmeyer.	Eddie Melitzio.	Bertha Bastian.	William Keppler.
Lena Klein.	John Deitz.	Lizzie Kimmler.	Philip Schnell.
Emma Muff.	Anton Heiber.	Bertha Hemuth.	Katie Kruppert.
Louisa Ehrhardt.	Amelia Beckerly.		

IRVING SCHOOL.

None.

JACKSON SCHOOL.

For two years.

Katie Cox.

For one year.

Herman Benjamin.	William Gallagher.	John Finkeldy.	August Prepe.
Annie Canthin.	Henry Banney.	Sophia Biems.	Emma Finkeldy.
Lizzie Harrigan.	Augusta Baume.		

JEFFERSON SCHOOL.

For two years.

Mary Greenagel.	Herman Mardorf.	George Bahrenburg.	Charles Schorring.
Sarah Giblin.			

For one year.

Lizzie Finney.	Lizzie Grassmuck.	Lizzie Sampson.	William Biebush.
William Dovey.	Frederic Geyer.	Venda Barga.	Ella Diers.
Lizzie Bode.	Mary McCarthy.	Fanny Harris.	Alvine Mueller.
Lizzie Probst.	Leota Rust.	Caroline Faber.	Ann Jane Morgan
Katie Nold.	George Fischer.	Frederick Werz.	Hattie Fischel.
Annie Woehrie.	Jacob Schultz.	Harry Stoddard.	Katie Farnholtz.
Alvine Dinkelmann.	Mollie Hilbig.	Lizzie Diers.	Henry Biebush.
George Boening.	Adam Bickel.	Lizzie Bauer.	Louise Vallet.
Henry Klie.	Charles Schoerring.	Edward Beumer.	Emma Boreke.
Louise Hellrugen.	August Geyer.	William Rust.	Nettie McCabe.
Ada McDonald.	Anna Kohring.	Emma Hartzmeyer.	Carrie Hempel.
Jessie Wallace.	Bertha Isaac.	Peter Waltmann.	Joseph Henniges.
Conrad Moushund.	Lena Amala.	Annie Bolte.	

JEFFERSON BRANCH SCHOOL.

For one year.

Emma Miller.	Anna Hermann.	Thomas O'Keefe.	Robert Belasfield.
Rosa Gernhart.	Lizzie Hern.	Frederick Weidner.	Charles Anderson.
Emile Mousner.	George Faber.	Charles Rahring.	Willie Wrieden.
Annie Urban.	Emma Dieckmann.	William Fischer.	George Wolfmeier.
William Mardorf.	Frederick Zibbell.	Louis Greenagle.	Rosa Besler.

LACLEDE SCHOOL.

For three years.

Mina Diehl.	Mina Stein.
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For two years.

Fred. Belzer.	Julius Stein.
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DISTRICT SCHOOLS.

For one year.

Ida Fisher,	Henrietta Mueller,	Rosa Skinner,	Herman Rippe,
Lina Bartman,	Lizzie Kiburz,	Mary Brucker,	Caroline Wagner,
Laura Kasten,	Lena Schaaf,	Laura Lehman,	Carrie Hinterthuer,
Annie Bischoff,	Robert Stein,	Meyer Lowenstein,	Minnie Mulford,
Bertha Seidel,	Mina Stein,	Jennie O'Dell,	Sarah Link,
Lena Seidel,	Louisa Hinterthuer.	Annie Bayerstoffer,	Annie Schnell,
Emma Rosenheld,	Lucca Kissner,	Bertha Bloss,	Louis Dehner,
Alfred Taussig,	Fred. Belzer,	Edward Haase,	Louis Seidel,
Julius Weherle,	Willie Assman,	Oscar Lips,	Adolph Smelter,
Arthur Benzel,	William Schnell,	Albert Gating.	Willie Cook,
William Weiman,	Joseph Schank,	Gussie Sublett,	Edward Lips,
Chas. Hollo,	Julius Stein,	John Bayerstoffer.	Julius Seidel,
Chas. Bensinger,	Gustave Moeller.		

LAFAYETTE SCHOOL.

Two years.

Conrad Finck,	Gus. Schœllhammer, Anna Sika.
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For one year.

Maggie Dietrich,	Matilda Feusner,	Emma Lorch,	Lina Schuh,
Lily Johnson,	Christina Schmitt,	A. Kaufmann,	E. Zepp,
E. Konze,	Amanda Ringling,	Frank Schraudolf,	George Harbart,
H. Vortriede,	Wm. Lohmann,	H. Steinmann,	Chas. Vogel,
Wm. Wodicke,	Chas. A. Becker,	Wm. Maulhardt,	Gust. Gronsemeier.

LINCOLN SCHOOL.

For three years.

Julia Corley.

For two years.

Charles Kraft,	Louisa Ambruster,	Ida Steinberg,	Julia Blanke,
Alice Ambruster.			

For one year.

George Barron,	Angie Castillo,	Julia McNamara,	Sadie Eystra,
Theodore Michel,	Charlotte Smith,	Lenora Canman,	Mary Joerder,
George Siebert,	Fanny Geareland,	Mary Claas,	Johanna Meyer,
Katie Wycoff,	George Young,	Mary Day,	Edward Richter,
Ottillie Schliersteine,	Emma Kraft,	Jackson Ivers,	Augusta Freudenstein
Henry Siebke,	Sheridan Smith,	Mary Roth,	Ida Freudenstein,
Louisa Monrotos.	Louis Wilmers.		

LYON SCHOOL.

For one year.

Mina Peters,	Katie Halblaub,	Emma Kurrie,	George Klein,
Alexander Mieder.			

MADISON SCHOOL.

For two years.

Arthur Falkenheimer,	John Meyer,	Clara Woerner.
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For one year.

Eugene Douzelot,	Lulu Menche,	Ida Kohn,	Oscar Hecker,
Ida Woerner,	Lincoln Valentine,	Thomas Follenius,	William Lampel,
Henry Tacke,	David Miller,	Emil Brill,	Katie Jockum,
Mary Duenneman,	August Wilker,	Otto Olfe,	Emma Mahl,
Fritz Welker,	Adolph Husseman,	Louis Ringling,	A. Manchencheimer,
Annie Weichtman,	Henry Kaltenbeach.	Wm. Schacht,	Albert Wippermann,
Gussie Gerdon,	Irving Youst,	Annie Funk,	Lillie Weber,
Alice Davis,	Bertha Sennewald,	Geo. Wippermann,	Charles Utz,
Bella Vaaque,	Jocelyn Schneider,	Sarah McCarty.	

MARAMEC SCHOOL.

For one year.

Ottillie Hoefler. Augusta Hoefler, Christina Thomas.

O'FALLON SCHOOL.

For one year.

John B. Meyer, Sallie Phillips.

PEABODY SCHOOL.

For one year.

Mollie Sigel.	Jennie Switzer.	Eva Hatch.	Martha Stark,
Alice Chibnal,	Emma Kadletz.	Minnie Biggers,	Katie Groesverner,
Erwin Beipschlaeger,	Frank Shudorf,	Emil Dienst,	Eddie Meyer,
Alfred Fuelle.	Peter Moskop,	Otto Heckleman.	

PENROSE SCHOOL.

None.

PESTALOZZI SCHOOL.

For three years.

John Betzold.

For one year.

Nettie Nelson,	Emma Zimmer.	Mary Toney,	John Doerr,
John Hesse,	Joseph Kern.	William Koessler,	William Letsig,
August May,	August Schultz,	Otto Schultz,	Reinhart Simmer,
Frederick Wetzel.			

POPE SCHOOL.

For one year.

Clara Dawson. Jennie Hickman, August Jenner. Otto Steinbruck.

SHEPARD SCHOOL.

For one year.

Theresa Dockendorf,	Lena Dockendorf,	Louisa Frank,	Lena Steinmeyer,
Carrie Kiburz,	Dora Rosenberger.	Mary Wolff,	Elfrieda Kahlert.
John Reinhardt,	Fritz Weber.	George Frech.	Henry Wagner,
Willie Frank,	Willie Vahikamp.		

STODDARD SCHOOL.

For three years.

Walter Graham; Florence Bevis. Fannie Talbott, Robert Patterson,

For two years.

Katie Spellbrink,	Harry Robinson.	Thos. Bartholow.	Grace M. Bell,
Jno. Marks.	Anna L. Eckers.	Horace Breed,	Austin Owen.

For one year.

Helen Durkee,	Delia Harris.	Lucy Gaylord,	Joseph Gettys,
Lucy Brownlee.	Glover Davis.	Becca Turner,	Vaughan Clark,
Alice Leftwitch.	Eddie Joy.	Julia Dang.	Willie Smith,
Dora Hudson,	Joseph Coyle,	Matilda Beck,	Samuel Hinde,
Lillian Truesdell.	Frank Chrysty,	Eugene Weester,	Frank Quinby.

DISTRICT SCHOOLS.

WASHINGTON SCHOOL

For one year.

Laura Enzinger,
Geo. Korink,
Leonora Schofield.

Thos. Armstrong,
James Sharkey,
Emma Enzinger,
John Sheack,

Louis Wild,
Alvena Fry.

WEBSTER SCHOOL.

For three years.

Sophie Echman.

For two years.

John Westman,
Dora Teuteberge,

James Slattery,
Mena Krenning.

Emma Slattery,
Louis Krehmeyer.

Sophie Kuhnshussel.

For one year.

Hattie Black,
Louisa Wasserman,
Phoebe Kilgore,
Edward Clayton.
Andrew Case,
Henry Meier.
Virginia Nadeau.
Annie Evens,
Sarah Du Gal,
Gustave Schelp.
Willie Engle,
George Davison.

Mary Linck.
Henry Amels.
Pauline Lambrechts,
Sophie Ganger,
Henry Westman,
George Engler.
Emma Bauer.
Carrie Ette,
Eugenia Rubelman,
Kingman Morrill,
Alvena Goeman,
Sammie Black.

Mary Rudolph.
Mary T. Ellard.
Charles Buck.
Nancy Bowen.
George Lumelius,
Marie Nadeau,
Annie Wipping.
Louisa Shopp.
Lizzie Gaud,
Annie Peters,
Mary Dagnan,
Johanna Miller.

John Shultz.
Maggie Lever,
George Locke,
George Eberhardt,
Anna Bohn,
Octavia Bauer.
Charles Diekman.
Edward Myer.
Edward Spahr.
Fred. Marx.
Gertie Lake.

NO. 1 SCHOOL.

None.

NO. 2 SCHOOL.

For one year.

Solomon James.

NO. 3 SCHOOL.

For one year.

Melinda Cousins.

Victoria Miller,
George Taggart.

Weldon Walls.

NO. 4 SCHOOL.

For two years.

Mary Thomas,

Joseph Jefferson.

For one year.

Carrie Anderson,

John Sexton.

NO. 5 SCHOOL.

None.

NO. 6 SCHOOL.

None.

O'FALLON POLYTECHNIC INSTITUTE

AND

EVENING SCHOOLS.

The evening schools of the past year were prosperous to an extraordinary degree. The increase over the previous year in number enrolled was 1606 pupils, or more than forty per cent. The good attendance diminished the cost of tuition per pupil nearly one-fourth. The total cost of running these schools, however, amounted to \$17,983.05, a large sum when we consider the length of the session—only sixty-four evenings—and the number of pupils. The tuition in the day schools costs about ten cents per day for each child belonging, or five cents for each session of three hours, forenoon or afternoon. Tuition in the Evening Schools cost about ten cents per session of two hours for each pupil belonging, or three times as much per hour as the day Schools cost. But as the pupils of the Evening Schools are all over twelve years of age, averaging sixteen years, while the average age of the pupils in the Day Schools is only ten years, it may be safely assumed that much more is gained by the Evening School pupil, as a general rule, than by the Day School pupil, in a given amount of time. Many foreigners succeed in deriving very important aid in mastering the English language by their attendance on the Evening Schools. Many youth who are forced to leave school at an early age, and are obliged to work for a living, continue to add to their education by the winter session in the Evening Schools. About a thousand pupils succeed in obtaining a year's free membership in the Library by punctuality and regularity for sixty evenings out of the sixty-four, and by studious habits and correct behavior. The self-denial requisite for this is really very great. In our climate,

after the tension of a day's labor, to go out to an Evening School in the most inclement season of the year requires effort. To do this regularly and punctually, refusing all other engagements during the winter, is certainly something heroic. One out of three pupils of the average attendance achieves this. How they improve their time in reading for the rest of the year, may be learned from the report of the Librarian. The duty of society toward its laboring classes is becoming every day, in this age of debate on questions of social science, better understood.

Civil society peremptorily demands an educated people, and fulfils its principle the more completely, the more general and the better the education; for its principle is to demand directive power instead of mere manual labor from all, and it therefore expects and invites from every man who has manual labor to do, that he come to the aid of his hands by the inventions of his brain. The more complete the mental discipline, the greater the productive power of society and the greater the luxury for each. But it might be asserted that in civil society each is paid for his intelligence, and hence it is a product profitable to produce, and hence may be left to the law of demand and supply. If the laborer wishes to get the wages of directive intelligence let him pay for his own education and that of his children, and not tax the community for it.

The civil community, in its highest function as corporation, finds it legitimate and politic to perform various services for the common weal. It assumes to an extent the functions of nurture, and provides for paupers, insane, orphans, etc. It makes public improvements, and taxes property for the general good. What the limit of this may be has not been defined in any well recognized principle. But well established precedent has settled the question that to the municipal corporation may be assigned the function of education at public expense. The necessity of civil society to have skilled labor has caused the establishment in the various countries of Europe of expensive special technical schools, which train at public expense artizans that are to apply skill and decorative taste to manufactures. The principle is that of self-preservation. If the wares of a particular industry of a nation are thrown out of market by the competition of a rival nation,

civil society at home is burdened by pauperism, which it is as legitimate to prevent as to support after it is made. The principle of nurture legitimately belongs to civil society. Ignorance and imbecility is above all helpless to choose its proper remedy. Directing intelligence alone can choose the proper means for the elevation of society, and it alone can enforce it.

But it is in the principle of our government that one finds the decisive duty to provide schools at public expense. Self-preservation, not of civil society, but of popular self-government, rests on intelligent voters. The elector must be able to understand and obey the law made to govern him, and he must likewise be able to make the law. This is what the principle contains potentially, and its realization involves it all.

Education is necessary in our present state of society; it is necessary in our form of State under any phase of society. Not only has the citizen a right to demand as his privilege an education for himself; it is the right of each citizen to demand that all others shall be educated if they are to exercise to right of franchise. Free public schools are the only conceivable instrumentality of realizing this two-fold right. Compulsory education is, in a certain shape, also demanded by this principle.

All free States must and do recognize it as a legitimate function to provide means for the general culture of the people. Recent legislation in monarchies — England, France, Italy and Austria — look to the preservation of the State by rendering the citizen more efficient in productive industry, and abler on the field of battle. The sinews of war lie in productive industry. Public morality, also, is a motive that has doubtless influenced the various European States. The excellent and reliable tables of Mr. Mansfield show that one-third of the criminals are totally uneducated, and four-fifths practically so. The proportion of criminals from the illiterate portion of the community is ten times as great as from the portion having some education. Sixty per cent. of the paupers of the community are totally illiterate. Statistics taken in England show that 24.87 per cent. of the children of illiterate women die under the age of one year, while only 14.65 per cent. of the children of women having some education die under that age. Similar data are

furnished in many other directions relating to the preservation of society from crime and from premature mortality.

The statistical tables showing attendance, nationality, occupation, ages, sex, and cost of tuition and incidentals of pupils of the Evening Schools, are herewith presented.

TABLE I.
Ages of pupils in Evening Schools, 1873-74.

AGES.	No. of pupils in Evening Schools, 1873-74.														Total.								
	Institute.	Benton.	Blow.	Carondelet.	Carr Lane.	Clay.	Ellisville.	Everett.	Humboldt.	Jefferson.	Lafayette.	Madison.	O'Fallon.	Pope.	Shepard.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	No. 5.	No. 6.	
No. 12 years old.....	..	37	12	28	47	40	10	41	54	27	27	28	..	19	16	42	..	9	9	1	2	..	449
" 13 " ..	3	38	12	44	47	46	8	76	53	79	59	45	46	32	28	63	2	3	3	4	3	2	696
" 14 " ..	12	64	13	25	60	24	12	103	69	65	92	58	49	55	19	95	2	6	11	7	4	..	845
" 15 " ..	25	64	21	46	55	47	11	81	59	62	80	64	52	35	29	78	2	1	13	10	2	5	842
" 16 " ..	43	48	10	18	30	53	10	49	42	43	65	48	53	33	17	63	2	9	16	7	2	4	665
" 17 " ..	41	19	11	18	19	25	12	27	19	30	36	50	34	23	16	31	5	8	16	6	1	3	450
" 18 " ..	24	7	6	8	15	12	2	30	12	19	21	22	39	13	18	27	4	11	20	2	..	2	314
" 19 " ..	22	6	5	6	8	5	3	9	10	6	9	28	16	11	6	18	3	10	11	3	5	6	206
" 20 " ..	8	11	1	2	..	7	..	4	12	9	6	26	11	9	4	12	3	6	23	3	5	3	165
" 21 " ..	10	7	1	6	1	8	2	1	7	4	1	22	13	2	2	8	3	3	22	5	7	5	140
" 22 " ..	5	8	..	2	2	10	3	1	4	11	2	13	6	2	..	5	8	6	12	3	5	6	114
" 23 " ..	3	3	4	5	..	1	1	..	5	6	1	12	7	3	3	5	1	5	15	5	3	2	90
" 24 " ..	18	15	1	34	..	15	2	..	37	26	13	51	25	2	1	39	41	40	144	23	38	36	601
" and over.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	214	327	97	212	284	293	76	422	383	387	412	407	351	239	159	486	76	117	315	79	77	74	5577

Average age, 16.

TABLE II.

Occupation of Pupils in Evening Schools, 1873-74.

Apprentices.....	94	Hucksters.....	28
Bakers	40	Ironworkers.....	48
Barbers.....	23	Jewelers	12
Barkeepers.....	34	Laborers	597
Basketmakers	24	Machinists.....	92
Blacksmiths.....	69	Manufacturers.....	173
Bookbinders	31	Masons.....	13
Boxmakers	26	Mechanics.....	122
Bricklayers	29	Millers	17
Brushmakers.....	28	Moulders.....	43
Butchers.....	53	News Carriers.....	27
Cabinetmakers	67	Office Boys.....	84
Candymakers	24	Painters	108
Carpenters	195	Photographers	12
Carriagemakers	34	Plasterers	23
Cashboys	121	Plumbers.....	30
Cigarmakers	137	Porters	40
Clerks	287	Printers.....	77
Coppersmith	4	Saddlers.....	29
Dentists.....	4	Shoemakers	34
Druggists	16	Store Boys.....	57
Engineers.....	15	Tailors	33
Engravers	14	Teamsters	21
Errand Boys.....	222	Tinners	64
Factory Boys	198	Tobacconists	99
Finishers.....	9	Trunkmakers.....	7
Foundrymen	22	Waiters.....	33
Gasfitters	17	Whiteners	14
German Day Schools	14	Miscellaneous	798
Glassworkers	52		
Grocers	19		
Harnessmakers.....	10	TOTAL.....	4867

FEMALES.

Dressmakers	23	Saleswomen	16
House Girls.....	263	Seamstresses.....	82
Laundresses.....	129	Miscellaneous.....	160
Milliners.....	18		
Nurses.....	19	TOTAL.....	710

TOTAL, Males.....4867
 " Females,.....710

GRAND TOTAL.....,.....5577

By studying the above table in connection with the statistics of former years some interesting facts develop. Clerks seem to have decreased nearly one-third *pro rata* during the past year, while cashboys, teamsters, tailors, plumbers, photographers, hucksters, cigarmakers, have increased nearly one-half, in the ratio to the whole.

The rule of the Board requires that the pupil entitled to tuition in the Evening Schools, must be "engaged in some useful occupation in the day time."

III.
Birthplaces of Pupils in Evening Schools, 1873-74.

BIRTHPLACES.																							
Institute.	Benton.	Blow.	Carondelet.	Carr Lane.	Clay.	Ellenardsville.	Everett.	Humboldt.	Jefferson.	Lafayette.	Madison.	O'Fallon.	Pope.	Shepard.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	No. 5.	No. 6.	Total.	
St. Louis.....	109	135	49	89	193	174	56	258	224	225	295	241	141	109	126	273	10	17	29	13	9	7	2782
Missouri (outside St. Louis).....	5	16	19	18	7	18	...	9	11	5	10	39	13	7	1	20	19	42	115	30	88	33	475
New England States.....	2	6	1	2	4	...	...	3	2	1	...	6	7	1	1	2	...	...	...	...	...	...	38
Middle States.....	14	28	4	21	15	5	3	22	10	14	7	12	9	9	...	8	...	1	2	1	...	...	186
Southern States.....	8	17	1	2	8	10	2	12	8	7	5	18	5	5	2	8	10	29	81	22	13	16	289
Tennessee and Arkansas.....	2	3	1	1	...	1	...	5	2	1	1	6	2	...	3	...	5	16	42	6	5	13	115
Kentucky.....	4	11	1	1	1	...	...	...	3	2	1	3	5	2	1	...	5	3	10	34	5	10	102
Ohio.....	4	5	...	3	9	4	1	12	3	5	5	2	4	2	2	9	5	...	1	...	...	...	76
Michigan and Indiana.....	2	5	...	3	2	3	...	6	1	...	3	6	...	3	1	4	5	...	2	...	...	...	46
Illinois.....	19	19	8	16	15	6	2	21	14	19	12	4	15	9	4	19	2	...	3	1	2	...	210
Wisconsin and Minnesota.....	3	3	...	...	5	...	...	3	...	2	2	1	...	...	4	9	...	1	...	...	...	...	33
Iowa.....	5	2	2	3	2	...	...	8	2	2	1	2	6	2	2	4	5	1	...	...	...	1	50
Other Western States and Territories.....	5	1	...	2	2	5	...	8	5	3	...	4	5	1	2	1	3	...	...	...	1	48	
British America.....	3	1	...	1	4	3	3	2	2	1	...	2	4	5	...	...	...	...	...	...	...	...	32
Great Britain.....	4	18	1	13	4	1	1	22	3	7	...	11	3	3	...	5	...	...	...	...	...	...	96
Ireland.....	9	16	2	8	6	4	...	5	6	5	...	...	...	11	...	1	...	...	...	...	...	...	83
German States.....	7	24	7	50	7	45	8	13	83	67	49	64	71	18	12	98	...	...	...	...	...	...	624
Other European States.....	8	17	...	7	...	2	...	4	4	10	13	30	5	2	...	...	...	...	...	1	...	...	103
Unknown.....	1	...	1	2	...	12	...	9	...	10	1	14	58	51	3	21	...	...	5	...	...	1	189
TOTAL.....	214	327	97	242	284	293	76	422	383	387	412	467	351	239	159	486	76	117	315	79	77	74	5577

One can form some idea of the relative activity of the immigration of laboring people, from year to year, by comparing this table with that of preceding years. The immigration from Missouri into the city is on the increase, while, from all other sources, it is decreasing.

TABLE IV.
Attendance of Pupils in Evening Schools, 1873-74.

ATTENDANCE.		Institute.	Benton.	Blow.	Carondelet.	Carr Lane.	Clay.	Ellisardsville.	Everett.	Humboldt.	Jefferson.	Lafayette.	Madison.	O'Fallon.	Pope.	Shepard.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	No. 5.	No. 6.	TOTAL.
Attended 80 nights.....		16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16
" 72-80 ".....		36	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36
" 64-72 ".....		15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15
" -64 ".....		...	29	3	5	12	26	2	11	14	32	15	20	5	8	10	26	1	4	3	3	...	...	229
" 60-64 ".....		...	48	9	19	33	24	11	66	60	48	60	65	47	35	30	97	1	8	27	8	...	...	5 701
" 50-60 ".....		...	8	55	3	14	21	50	15	48	37	31	33	104	47	17	20	60	4	15	32	4	...	12 636
" 40-50 ".....		...	13	47	8	20	24	38	6	39	35	46	41	49	31	25	17	40	2	17	37	14	...	7 562
" 30-40 ".....		...	23	34	15	31	35	48	8	64	43	38	42	88	47	26	14	66	3	10	33	8	...	13 12 701
" 20-30 ".....		...	15	26	12	35	43	58	14	77	37	40	44	51	48	30	22	57	5	20	41	12	...	12 18 11 716
" 10-20 ".....		...	42	41	25	40	54	29	7	52	48	75	76	39	55	39	14	67	22	43	63	11	...	11 876
" less than 10 nights.....		...	46	47	22	78	62	20	13	65	109	77	95	51	71	59	32	73	38	...	79	19	...	17 16 1089
Total No. of Pupils.....		214	327	97	242	284	293	76	422	383	357	413	467	351	239	159	486	76	117	315	79	77	...	74 5577
Average Number Enrolled.....		191	307	47	216	265	293	69	387	379	363	383	381	315	230	152	469	62	112	294	74	42	...	74 5105
Average Number Belonging.....		112	210	47	110	152	164	46	279	210	219	242	259	187	126	93	301	28	57	157	47	42	...	38 3126
Average Nightly Attendance.....		100	183	39	92	133	146	42	198	182	192	212	225	159	106	84	268	22	43	133	41	29	...	33 2662
Per Cent. of Attendance.....		89	87	83	84	88	89	91	71	87	88	88	87	85	84	90	89	79	75	85	87	69	...	87 85
Average No. of Pupils to each Teacher.		22	30	24	28	25	27	23	31	30	31	27	32	31	25	31	33	14	29	31	24	21	...	21 19 28
Average Number of Teachers.....		5	7	2	4	6	6	2	9	7	7	9	8	6	5	3	9	2	2	2	2	2	...	2 110

The number enrolled is 1606 greater than the year before.

TABLE V.
Showing Expenses in Detail.

EVENING SCHOOLS.	Teachers' Salaries.	Supplies.	Janitors' Salaries.	Grand Total.
O'Fallon Polytechnic Inst..	\$1,381 70	45 62	\$65 00	\$1,492 32
Benton.....	941 65	21 71	75 00	1,038 36
Blow	352 85	2 00	55 00	409 85
Carondelet	602 45	72 37	75 00	749 82
Carr Lane	858 80	45 16	75 00	978 96
Clay	793 20	6 21	75 00	874 41
Elleardsville	273 20	2 30	50 00	325 50
Everett.....	1,169 75	47 91	75 00	1,292 66
Humboldt	943 40	8 97	75 00	1,027 37
Jefferson.....	972 50	77 96	56 25	1,106 71
Lafayette.....	1,086 90	15 12	75 00	1,177 02
Madison.....	1,151 30	32 42	75 00	1,258 72
O'Fallon	941 95	29 93	75 00	1,046 88
Pope.....	715 90	21 93	75 00	812 83
Shepard.....	521 20	21 50	55 00	597 70
Webster.....	1,193 60	20 80	75 00	1,289 40
No. 1 School	286 55	6 44	30 00	322 99
No. 2 "	330 00	18 09	22 50	370 59
No. 3 "	810 20	21 91	55 00	887 11
No. 4 "	330 00	5 00	22 50	357 50
No. 5 "	227 90	3 42	20 00	251 32
No. 6 "	296 45	13 58	15 00	315 03
Total.....	\$16,171 45	\$540 35	\$1,271 25	\$17,983 05

TABLE VI.
Comparative Statistics.

YEARS.	Number of Schools.		NO. OF PUPILS ENROLLED.			Av. number belonging.	Av. number attending.	Per cent. of attendance.	Av. number belonging to each teacher.	Entire cost of Evening Schools.	Av. cost per pupil.	Average age.
		Number of Teachers.	Boys.	Girls.	Total.							
1850-60.....	5	14	777	84	861	538	460	85	39	\$2,041 00	3 80	18
1860-61.....	5	17	1027	122	1149	618	556	89	36	2,621 00	4 24	18
1862-64.....	4	12	729	106	835	416	346	83	35	1,624 00	3 90	17
1863-64.....	5	18	869	152	1021	514	431	79	28	2,220 00	3 57	16
1864-65.....	6	23	1177	294	1471	781	683	86	34	3,610 00	4 62	15
1865-66.....	8	32	1572	300	1872	861	751	86	25	5,450 00	6 56	15½
1866-67.....	8	30	1364	189	1553	887	773	87	28	5,500 00	6 20	16
1867-68.....	12	43	1936	1 8	2134	1191	1075	90	28	7,621 00	6 40	17
1868-69.....	12	46	2324	204	2528	1402	1259	90	30	8,713 25	6 21	17
1869-70.....	11	42	2553	211	2764	1247	1081	87	30	8,480 96	6 77	16
1870-71.....	16	63	2908	707	3615	2055	1773	86	33	11,696 95	5 09	17
1871-72.....	17	80	3425	712	4137	2290	1996	87	29	15,718 30	6 86	16
1872-73.....	17	81	3417	554	3971	2016	1711	85	25	14,413 90	7 15	16
1873-74.....	22	110	4867	710	5577	3126	2662	85	28	17,983 05	5 75	16

GERMAN - ENGLISH INSTRUCTION.

I have discussed at length in former reports the significance of this department in our schools and the fact, that in St. Louis County in 1870, there were 252,792 inhabitants, having one or both parents born outside of the United States, leaving less than 100,000, of whom both parents were born in the United States. In a city where 72 per cent. are from foreign parents, 54 per cent. being from German parents, it is obvious that the problem of removing class distinctions arising through difference in nationality is a serious one, and especially as regards that portion of the population using a foreign language. That the common school is the most powerful means of correcting the evils arising from this source I have often asserted. Whereas, before the introduction of German into the public schools, a very large portion of the German population patronized German private schools altogether, this practice has in late years been almost entirely abandoned. The German-American pupil pursues his studies in the same classes as the Anglo-American pupil, with the exception of a single daily recitation in the German language under a special teacher. During the past three years the number of Anglo-Americans studying German has largely increased and at present in our schools the ratio of these the German-Americans studying German is that of one to two—5,128 Anglo-Americans to 10,668 German Americans. It happens that while the rising generation all speak English fluently, and use it for all the common purposes of life, that portion of our population having German parentage learn to speak and write German, and acquire a sufficiently accurate acquaintance with its grammar and literature to enable them to continue their correspondence with relatives in the fatherland. It is well understood, that when an

immigrant population breaks off suddenly its family ties with the old stock, that there is great loss in stability of character in the individual. It is therefore to the interest of the entire community here that the German shall cultivate his own language while he adopts English as his general means of communication. It is remarked that in our schools a great revolution has taken place in the behavior of one class of the population toward the other. The tendency of the Anglo-American to manifest a feeling of "nativism," or of exclusiveness towards the German-American because he uses a different language, has been almost entirely obliterated. All political parties, and all sections of the city, whether the predominant population is German or Irish or native American, have agreed in inviting German instruction into their schools. A perfect mingling of the different classes of population in our schools has been the result, and the fact that one-third of the entire number who have taken up the study of German are Anglo-American children (i.e. children of Irish or native American parents), shows how completely this feeling of caste has been broken down. The population has, in fact, grown homogeneous during the past eight years by means of the introduction of German into our public schools.

That self-respect is the basis of all growth of true character cannot be doubted. Any peculiarity which subjects one to the remark of his fellows tends to undermine the healthy growth of character. Especially a clannish feeling aroused against one class of population on the part of another class on account of difference in language, is injurious in its tendency. When, however, each class of the population vies with the other in learning his language—so that each shall speak both languages—clannishness and the odious feeling of nativism is done away with. We may congratulate ourselves that this is the present result in St. Louis. Quite an important change in the course of study in the High School has been recently adopted. It separates the Anglo-American pupils studying German from the German-Americans, and gives the latter an opportunity to carry on their studies in German literature in classes by themselves for two years, while the former, who are to begin the study of German, do so in classes by themselves after two years study of Latin. Formerly, both

classes of pupils recited together, and the consequence was that the German-American pupils wasted their time on the merest elements of the language in order to afford an opportunity for the others to learn the necessary first steps.

The report of the Assistant Superintendent in this department is herewith presented. His labors in reducing the German course of study to uniformity with the English, have been notably successful thus far, and much friction has been gradually removed from the working of the system.

Report of the Assistant Superintendent.

W. T. HARRIS, Esq., *Superintendent*.

SIR,—If this, my second annual report, treats again exclusively of *German* instruction in the Public Schools, it is because the conscientious discharge of the various duties connected with the supervision of this department absorb the entire time and energy of its Assistant Superintendent. In pursuance of these duties the character of instruction given by each German teacher in every class, and the work of the pupils, as exhibited in their blank-books for *home lessons*, have this year again been the subjects of careful inspection. Besides the two semi-annual written examinations, *oral* ones in German reading, reciting, and translation have also been held in all the classes consisting of Anglo-Americans. Whilst the results thus ascertained gave proof of satisfactory progress of many classes in these exercises, they still more strengthened the view, formed by previous observation and experience, that a course of instruction in German, based entirely on text-book exercises, could never give to our Anglo-American pupils that *practical* knowledge of this language which they desire and expect to acquire, and which alone will be considered by them and their parents an equivalent for the time and labor spent on this study. Children cannot learn to speak any language by mere reading and translation exercises, but only by frequent practice in speaking. For the purpose of securing to the Anglo-American scholars the opportunity for such *practice*, systematic *colloquial exercises* (on subjects presented by Struebing's pictures) were introduced into

our course of German at the beginning of the present scholastic year, and already the effect of these exercises is felt in the renewed interest for this study now evinced by all these classes. To guard against failure in these exercises, threatened by the danger of indefiniteness inherent in all purely oral instruction, those German teachers possessing the requisite ability and experience are expected to prepare each a plan in which the work of every session, quarter, and week is clearly defined. The most satisfactory and complete of these plans thus obtained will then be placed in the hands of the teachers to serve them as "*guides*" in this difficult part of their work. Practical speaking exercises thus systematically and carefully conducted through all the grades will, it is confidently believed, enable also the Anglo-American pupils to converse in German, by the time they close their grammar-school course, and they will certainly succeed in acquiring greater facility and correctness in reading and writing German, than those have done, who till now have endeavored to study the language by means of translation exercises only.

The division of the district school course into eight grades, introduced in the spring of 1874, was an event of much profit to the German department, as it created the opportunity of greatly extending the time for the exercises in phonetic analysis (*Gehör-lautiren*), and for learning to write and read German script (*Schreiblesen*). That without thorough training in this most important of the elementary branches of instruction in language, it is almost impossible for children to learn to write correctly as to orthography, our teachers have long since been convinced by the sad experience of seeing their labor in this direction increasing instead of diminishing in difficulty, as the pupils advanced from the lower to the higher grades. Under the new system of grading this evil will, to a great extent, be corrected, an entire year now being given to the *Schreib-Lese-Unterricht*, instead of ten weeks only, as was formerly the case. At present, then the full course of primary instruction in German embraces the time necessary to pass through the three lower English grades, i. e., from three to four years, according to the age, capacity and diligence of the pupils. At the rate of twenty minutes a

day in the first grade, and of twenty-five minutes daily in the next two grades, these children receive instruction in the elements of German speaking, writing, and reading, an amount of time equal in three years to about fifty full school-days, and in four years to about seventy days, or fourteen weeks. Where the work prescribed for these classes by the German course of study is at all creditably performed in the really very short time allotted to it, such success is due to the industry and ability of the teacher, and to the fact that, in the second and third grades, their pupils spend each at least half an hour a day in preparing their German lessons at home. As the progress and the character of the work in the upper grades depends chiefly upon the degree of thoroughness with which the scholars have been prepared in the primary branches, certainly no *teacher* can regret to see the time given to elementary instruction thus lengthened by nearly an entire year. Parents, who may feel disposed to complain of the apparently slow progress their children are making in German during the first years in school, should be induced to study the above figures, and to compare the results with those obtained by the latter in their English language studies, in the same grades. Such comparison will prove that there exists no cause for dissatisfaction, especially if it is remembered that these pupils are studying German in addition to all those studies they pursue in common with the rest of their schoolmates. "*Slow but thorough*" is our motto, convinced that the *final* results of such a course will secure the approbation of parents, teachers, and scholars. With the view to bring about the conditions necessary to such success, the attention of the German teachers has this year again been directed more especially to the best modes of perfecting our methods of primary instruction. For this purpose the most successful among them have been invited to explain and illustrate their manner of giving oral language lessons and of teaching phonetic analysis, writing and reading, before their colleagues assembled in our monthly teachers' meetings, and all attempts to carry out in the class-rooms the practical suggestions thus received have been carefully encouraged, watched and directed by the Assistant Superintendent. These efforts at improvement have been greatly assisted by the generous action

of the respective committees and the Board of Directors providing every school in which German is taught with a copy of each of the following works, recommended in last year's report as "*Guides*" for the teachers: "Auschauungs-Denk- und Sprech-Uebungen fuer die Elementarklassen," by H. J. Boss-hard; "Der deutsche Sprachunterricht im ersten Schuljahr," by C. Kehr; "Theoretisch-Praktische Anweisung zur Behandlung deutscher Lesestuecke," by C. Kehr; "Schreiblese-Fibel," by G. Schlimbach, and "Materialien fuer die Stiluebungen in Volksschulen," by L. Heinemann. To this list have lately been added "Einfuehrung in die deutsche Literatur," by Nacke and Lueben, and "Grundriss der deutschen Grammatik," by Ed. and Fr. Wetzel, for the use of German teachers in the High Schools. At the beginning of the present scholastic year Lueken's Reading Charts have also been furnished to the Fibel classes, so that now the German department is fully provided with all the means of instruction and illustration demanded by the present course of study.

To place the instructors of German in all respects upon the same footing with the English teachers, the Board of Directors have lately created the position of German Second Assistants, which till then was wanting in their scale of promotions. The number of each class of English Assistants being fixed by the number and character of the several schools, it would seem to be a proper measure, to determine by *rule*, the relative number of each class of German Assistants. As these latter (four-fifths of them ladies) have to go from room to room and from floor to floor, and are obliged to *stand* during nearly all the hours of instruction, the Teachers' Committee very *justly* relieved them by a resolution to that effect, from assisting the principals in keeping order in the halls and yards during recess, and at the opening and closing of school.

A comparison of the *present* "Course of Study in German" for the district schools with that of last year, will show that the two differ only in the amount of *translation* demanded of the Anglo-American classes; a year's trial having proved a reduction of work in this direction desirable. On the contrary, it will be found that the High School course has under-

gone a radical change in regard to nearly all the studies, including German. Heretofore the German speaking pupils, who had studied this language through the entire grammar school course, were obliged on entering the High School, either to form *joint* classes with Anglo-Americans, who had received but little or no instruction in German, or to abandon its study altogether, which latter alternative was of course preferred by many of the best German scholars. To remedy this evil as well as the yearly increasing difficulty of arranging the programmes for all classes, the committee, who revised the entire High School course, proposed that the German- and Anglo-Americans should be formed into separate classes; the latter to study Otto's Grammar during the third and fourth year; the former to take a course in German literature during the first two years. • This proposition was accepted by both the respective committees and also by the Board of Directors. It is evident that the German speaking pupils are the gainers by this change which enables them to pursue a systematic course of instruction in this study through ten successive grades, whilst the Anglo-Americans are the losers, as their course in German is both interrupted and shortened by the present plan. This is to be regretted, but the Committee probably chose this arrangement as being less objectionable than the former course, which forced scholars so unequally prepared into *joint* classes. It is true a consolidation of the English and the German speaking pupils also in this study would be greatly in the interest of good discipline and of economy in time and money, but if such union is ever to be effected at all, without injury to either side, it must certainly not *begin* in the High School, but at the very commencement of the German course, in the lowest grade of the district schools. Influenced by the necessity of surrounding conditions, and by the desire to give so important a matter a fair trial, this experiment was begun nearly three years ago, in the first year, and proving successful there, has since been carried in the regular advancement of those classes successively into the second and third years. If the judgments of several of our best German teachers, as well as that of the Assistant Superintendent, are correct in this matter, this third year's experience confirms the statement made in my

first annual* report, that in these *joint* classes the German and the Anglo-American pupils accomplish *together* nearly the same results in the Object Lesson, Schreiblese and Primer classes, as do the former in classes by themselves. Encouraged by this fact I respectfully repeat here the following recommendation made in last year's report: "When those pupils, who are at present in the lowest *joint* classes shall enter the fourth grade, the time will have arrived when we may safely try to settle by actual experiment, in a few schools at least, the important question, whether they can continue this study *together* with equal advantage also in the upper grades." Should the results of the trial prove satisfactory to all parties concerned, *then*, and *only then*, should such change be introduced into all schools which now have separate German classes for Anglo-Americans.

Five years after that, the first set of these *joint* classes would reach the High School, where they could then all be allowed again to continue this study *four* years longer, without greater cost and inconvenience, than is connected with the present arrangement, which gives but two years of German to each separate division.

Numerical Status of the German Department for the last two Years.

No. of schools in which German is Taught.	No. of Pupils Studying German.			No. of German Classes.			No. of German Teachers employ'd.	
	German-American	Anglo-Amer.	Total.	Recitation.	Pennmanship.	Total.	Full Day.	Half Day
1873-74.....44	10,668	5,128	15,796	513	226	739	56	23
1872-73.....41	8,865	3,090	12,055	485	204	689	49	19
Increase... 3	1,803	1,938	3,741	78	22	100	7	3

Average number of pupils to every (full day) German teacher in 1872-73 was 206; in 1873-74 it was 236; increase to each teacher, 30.

Average number of pupils to each German recitation class in 1872-73 was 28; in 1873-74 it was 31; increase to each class, 3.

The average number of classes to every (full day) German

9. *Diesterweg*.—Wegweiser für deutsche Lehrer.
10. " Kleinkinderschule.
11. " Paedagogisches Wollen und Sollen.
12. " Streitfragen auf d. Gebiete d. Paedagogik.
13. " Lebensfrage der Civilisation.
14. *Dinter*.—Kleine Werke.
15. " Reden an Künftige Volksschullehrer.
16. " Regeln der Paedagogik.
17. *Dittes*.—Grundriss d. Erziehung und Unterrichtslehre.
18. " Geschichte der Erziehung und d. Unterrichts.
- Dulon*.—Aus Amerika über die Schule.
19. *Fichte*.—Nationalerziehung der Gegenwart.
20. *Froebel*.—Ideen über Menschnerziehung.
21. " Paedagogik des Kindergartens.
22. *Grassmann*.—Denk u. Sprech-Uebungen.
23. *Harder*.—Anschauungsunterricht.
24. *Harnisch*.—Anweisung z. Sprachunterricht.
25. *Hartung*.—Beiträge zur Paedagogik.
26. *Hegel*.—Ansichten über Erziehung und Unterricht.
27. *Henschke*.—Zur Frauenunterrichtsfrage.
28. *Herbart*.—Schriften zur Paedagogik.
29. *Kehr*.—Die Praxis in der Volksschule.
30. *Keferstein*.—Paedagogische Streifzüge.
31. *Kellner*.—Erziehungsgeschichte.
32. " Der Sprachunterricht.
33. *Kreysig*.—Ein Wort zur Realschulfrage.
34. *Lautier*.—Froebel's Paedagogik.
35. *Leutz*.—Die Theorie und Praxis des Unterrichts.
36. *Müller*.—Erziehung und Bildung.
37. *Niemeyer*.—Erziehung und Unterricht.
38. *Ohler*.—Lehrbuch der Erziehung.
39. *Otto*.—Das Lesebuch als Grundlage und Mittelpunkt d. Sprachunterrichts.
40. *Pestalozzi*.—Sämmtliche Werke.
41. " Lienhard und Gertrud.
42. *Ranke*.—Die Erziehung und Beschäftigung kleiner Kinder.
43. *Baumer*.—Geschichte der Paedagogik.
44. *Richter*.—Erziehung der weibl. Jugend.
45. *Richter*.—Der Anschauungs-Unterricht.
46. *Rosenkranz*.—Die Paedagogik als System.
47. *Schmid*.—Encyclop. des Erziehungs und Unterrichts-wesens.
48. *Schmidt*.—Geschichte der Paedagogik.
49. *Seydel*.—Behandlung poetischer Sprachstücke.
50. *Spiess*.—Sachsen's ländl. Volksschulen.
51. *Stoy*.—Encyclopædie der Paedagogik.
52. *Strumpell*.—Paedagogik Fichte's, Kant's und Herbart's.
53. *Ussing*.—Erziehung's und Unterrichts-Wesen bei der Griechen und Römern.

54. *Tschache*.—Material zur deut. Aufsätzen in Stilproben.
55. *Wilhelm*.—Praktische Paedagogik.
56. *Wittstock*.—Paedagogische Wanderungen.
57. *Wrage*.—Dentzel's Entwurf d. Anschauungs-Unterricht.
58. *Writchke*.—Reform des Unterrichts.

PAMPHLETS.

1. *Albrecht*.—Kirchenschule oder Staatsschule.
2. *Binder*.—Was will die Volksschule.
3. *Bulle*.—Reorganisation der Volksschule.
4. *Folsing*.—Kleinkinderschulen.
5. *Frantz*.—Staat, Kirche, und Schule.
6. *Frohlich*.—Volksschule der Zukunft.
7. " Paedagogische Bausteine.
8. *Kohler*.—Das Froebelsche Falzblatt.
9. " Spiele im Kindergarten.
10. *Meier*. Schulfrage dieser Zeit.
11. *Otto*.—Neugestaltung der Volksschule.
12. *Romanus*.—Wider die Neuerer im Schulwesen.
13. *Schell*. Deutsche Kirche und Schule.
14. *Schlatterbeck*.—Sinnenbildung.
15. *Schreiber*. Volkserziehung.
16. *Schultheiss*.—Das Kind in der Entwicklungszeit des Geistes.
17. *Smitt*.—Grundsätze der höhern Töchter Schulen.
18. *Zille*.—Weltbürgerthum und Schule.
1. Ansichten über Umgestaltung des Volksschulwesens.
2. Die Schulfrage.
3. Jahresbericht des Vereins für Erziehung.
4. Noth der Volksschule.
5. Verbesserung des Elementarschulwesens.
6. Volksschulwesen (Denkschrift).
7. Volksschulen im XIX Jahrhundert.
8. Weissenburger Lehrerverein's Bedenken.

PERIODICALS.

1. Der Volksschulfreund, by Ed. Bock.
2. Jahrbuch des Vereins für Wissenschaftliche Paedagogik, by I. Ziller, Leipzig.
3. Magazin für Paedagogik, by A. Pfister, J. Haug u. Fr. S. Knecht.
4. Paedagogisches Archiv, by W. Langbein.
5. Praktischer Schulmann, by A. Lüben.

PUBLIC SCHOOL LIBRARY.

Under the new library law the library seems about to enter on a new career of prosperity and usefulness that will eclipse its former record. A succinct account of its condition and history during the past year will be found here.

Report of the Board of Managers.

Report upon the Management and Condition of the Public School Library, for the Year ending April 30, 1874.

During the above period, the Public School Library was controlled by the following

Board of Managers:

- | | |
|--|---|
| 1. Joshua Cheever, ex-officio member, as President of School Board. | |
| 2. Wm. T. Harris, ex-officio member, as Superintendent Public Schools. | |
| 3. H. H. Morgan, " " Principal High School. | |
| 4. Louis Soldan, " " Normal School. | |
| 5. <i>Geo. F. Dudley,</i>
(L. F. Prince), | } Ex-officio Members of Library Committee
from School Board. |
| 6. M. J. Lippman. | |
| 7. Hugo Auler, | |
| 8. <i>Geo. T. Murphy,</i> | |
| 9. A. Strothotte, | |
| 10. Jas. Richardson, | } Elected by the Life Members of the
Library. |
| 11. Geo. Partridge, | |
| 12. R. J. Rombauer, | |
| 13. S. D. Barlow, | |
| 14. C. F. Meyer, | |
| 15. Eliza C. Dunham, | |
| 16. Fannie M. Bacon, | |

Officers of the Library.

Robert J. Rombauer	<i>President.</i>
William T. Harris	<i>Vice-President.</i>
Wm. H. Maurice	<i>Treasurer.</i>
J. J. Bailey	<i>Secretary and Librarian.</i>

Salaried Officers.

Librarian	Salary	\$3,000
Head Assistant.....	"	1,500
2d "	"	780
3d "	"	780
4th "	"	540
5th "	"	480
Extra " (Saturdays).....	"	104
Head " (Sundays).....	"	280
2d " "	"	104

The Control of the Library

is vested by the rules, which must be sanctioned by the School Board, in the Board of Managers, which hold regular monthly meetings on the Saturday preceding the second Tuesday of the month, the latter being the meeting day for the School Board. The Board of Managers of the Library keep the absolute control of all expenditures, accounts, orders for books, appointments and regulation of salaries, having nearly all work first prepared by the following sub-committees:

Committee on Finance.....	5 members.
" Books and Donations.....	7 "
" Library and Reading Room.....	3 "

and the Executive Committee, consisting of the President of the Board of Managers and the Chairmen of all other Committees.

The Revenue of the Library

was derived from the following sources:

Balance in the Treasury, May 1st, 1873	\$1,417 96
Ames' Fund, a bequest by Henry Ames for the maintenance of a Polytechnic Library and School.....	5,900 00
Membership Fees.....	4,279 00
Fines.....	481 25
Duplicate Library: from an extra charge per copy loaned for books, purchased beyond the permanent stock of the Library, to satisfy the transitory popular want.....	683 90
Miscellaneous.....	134
Total.....	\$12,896 11

The Expenditures

For Books of Regular Library.....	\$ 1,824 00
“ Books of Duplicate Library	426 14
“ Foreign Periodicals and Newspapers.....	616 15
“ Domestic Periodicals and Newspapers.....	624 49
“ Binding.....	1,210 75
“ Stationery	304 10
“ Advertising	162 25
“ Contingent Expenses.....	244 07
“ Salaries.....	7,057 10
Total.....	\$12,469 81

The Rules and Policy

of the Library were not changed materially during this year. Books were mainly purchased in accordance with the demand of the public, as indicated by the statistical returns of previous years, especial care being taken to provide for the wants of the following

SCIENTIFIC AND TECHNICAL SOCIETIES,

which have joined the Library with their books and collections :

- St. Louis Art Society.
 “ Medical Society.
 “ Academy of Science.
 “ Institute of Architects.
 “ Engineers' Club.
 “ Historical Society.
 “ Microscopical Society.
 “ Local Steam Engineers' Association.

The Reading Hall

Of the Library being overcrowded with readers, the Board of Public Schools assigned the magnificent large hall of the Polytechnic Building for the use of the public as a Reading-room. This hall is 50 feet wide, 100 feet long, and 42 feet high ; it has been conveniently fitted up with double reading stands on each longitudinal side, on which are filed the following newspapers :

LIST OF NEWSPAPERS.

No.	Place of Issue.	Name.	Language.
1.	Atlanta	Constitution.....	English.
2.	Baltimore.....	Sun	“

<i>No.</i>	<i>Place of Issue.</i>	<i>Name.</i>	<i>Language.</i>
2.	Boston.....	Christian Register.....	English.
4.	"	Commonwealth.....	"
5.	"	Post.....	"
6.	Charleston.....	News and Courier.....	"
7.	Chicago.	Tribune.....	"
8.	"	Times.....	"
9.	Cincinnati.....	Commercial	"
10.	Davenport.....	Gazette	"
11.	Denver.....	Rocky Mountain News.....	"
12.	Galveston.....	News.....	"
13.	Indianapolis.....	Journal.....	"
14.	Jefferson City.....	People's Tribune.....	"
15.	Kansas City.....	Times.....	"
16.	Koeln.....	Koelner Zeitung	German.
17.	Little Rock.....	Arkansas Gazette.....	English.
18.	London.....	Times.....	"
19.	Louisville.....	Courier-Journal.....	"
20.	Memphis.....	Appeal.....	"
21.	Mobile.....	Register.....	"
22.	New Orleans.....	Picayune.....	"
23.	New York.....	Courier des Etats Unis.....	French.
24.	"	Graphic.....	English.
25.	"	Herald.....	"
26.	"	Home Journal.....	"
27.	"	Scottish American.....	"
28.	"	Spirit of the Times	"
29.	"	Sun	"
30.	"	Times.....	"
31.	"	Tribune.....	"
32.	"	World.....	"
33.	Omaha.....	Republican.....	"
34.	Paris.....	Journal des Débats	French.
35.	Philadelphia.....	Philadelphia Press.....	English.
36.	Pittsburgh.....	Commercial.....	"
37.	Raleigh.....	Sentinel.....	"
38.	Richmond	Enquirer.....	"
39.	Sacramento.....	Union.....	"
40.	St. Joseph.....	Herald.....	"
41.	St. Louis	Amerika	German.
42.	"	American Homestead.....	English.
43.	"	Anzeiger des Westens.....	German.
44.	"	Carondelet Review.....	English.
45.	"	Central Baptist.....	"
46.	"	Courier.....	German.
47.	"	Cumberland Presbyterian.....	English.
48.	"	Democrat.....	"
49.	"	Dispatch.....	"
50.	"	Globe.....	"
51.	"	Journal.....	"
52.	"	Railway Register.....	"
53.	"	Republican.....	"
54.	"	Times.....	"
55.	"	Western Watchman.....	"
56.	"	Western Celt.....	"
57.	"	Westliche Post	German.
58.	St. Paul	Pioneer.....	English.
59.	San Francisco.....	Bulletin.....	"
60.	Savannah	Advertiser-Republican.....	"

<i>No.</i>	<i>Place of Issue.</i>	<i>Name.</i>	<i>Language.</i>
61.	Springfield.....	Republican	English.
62.	Topeka.....	Commonwealth.....	"
63.	Toronto.....	Globe.....	"
64.	Washington.....	National Republican.....	"
65.	Wien.....	Neue Freie Presse.....	German.

The Periodicals

Of the Library are on six large tables, placed in the center of the hall; they are classified and separated according to subjects.

<i>Table.</i>	<i>Class.</i>	<i>Name.</i>	<i>Language.</i>
1 & 2.	Literature.....	Albion.....	English.
		All the Year Round.....	"
		Appleton's Journal.....	"
		Arthur's Home Magazine.....	"
		Athenæum.....	"
		Atlantic Monthly.....	"
		Blackwood's Magazine.....	"
		Blaetter f. liter. Unterhaltung.....	German.
		British Quarterly Review.....	English.
		Chambers' Journal.....	"
		Contemporary Review.....	"
		Cornhill Magazine.....	"
		Dublin University Magazine.....	"
		Eclectic Magazine.....	"
		Edinburgh Review.....	"
		Every Saturday.....	"
		Fireside Visitor.....	"
		Fortnightly Review.....	"
		Fraser's Magazine.....	"
		Galaxy.....	"
		Gartenlaube.....	German.
		Gegenwart (Lindau).....	"
		Godey's Lady's Book.....	English.
		Golden Age.....	"
		Good Words.....	"
		Harper's Magazine.....	"
		Inland Monthly.....	"
		Irving Union.....	"
		Ledger (N. Y.).....	"
		Lippincott's Magazine.....	"
		Littell's Living Age.....	"
		London Quarterly Review.....	"
		Macmillan's Magazine.....	"
		Nation.....	"
		New Englander.....	"
		North American Review.....	"
		Old and New.....	"
		Once a Week.....	"
		Overland Monthly.....	"
		Peterson's Ladies' Magazine.....	"
		Revue des Deux Mondes.....	French.
		St. Louis Magazine.....	English.
		St. Paul's Magazine.....	"
		Saturday Review.....	"
		Scribner's Monthly.....	"
		Westminster Review.....	"

<i>Table.</i>	<i>Class.</i>	<i>Name.</i>	<i>Language.</i>
	Illustrations and Fine Arts.....	Aldine	English.
		Dwight's Journal of Music.....	"
		Fliegende Blaetter.....	German.
		Harper's Weekly.....	English.
		Hearth and Home.....	"
		Illustrated London News.....	"
		Illustrirte Zeitung	German.
		Kladderadatsch.....	"
		Leslie's Illustrated Weekly.....	English.
		Peters' Musical Monthly.....	"
		Punch.....	"
		Ueber Land und Meer.....	German.
		Zeitschrift f. bild. Kunst.....	"
	Juveniles.....	Boys of England.....	English.
		Boys own Magazine.....	"
		Leslie's Boys and Girls.....	"
		Little Corporal.....	"
		Nursery.....	"
		Oliver Optic's Magazine.....	"
		St. Nicholas.....	"
		Young Gentleman's Magazine.....	"
3.	General Science & Useful Arts....	American Artisan.....	"
		" Historical Record.....	"
		" Journal of Science and Arts, "	"
		Poggendorf's Annalen d. Physik u.	
		Chemie.....	German.
		Army and Navy Journal.....	English.
		Boston Journal of Chemistry.....	"
		Bulletin de la Société Franklin.....	French.
		Freemason.....	English.
		Globus.....	German.
		Iron.....	English.
		Journal of Applied Chemistry.....	"
		" of the Franklin Institute.....	"
		" of Speculative Philosophy.....	"
		Mines, Metals, and Arts.....	"
		Nature.....	"
		Official Gazette U. S. Patent Office.....	"
		Our Dumb Animals	"
		Paris Academie d. Sciences Comptes	
		Rendus.....	French.
		Patent Right Gazette.....	English.
		Petermann's Geogr. Mittheilungen....	German.
		Polytechnisches Journal.....	"
		Popular Science, Monthly.....	English.
		Publishers' Circular.....	"
		" Weekly.....	"
		Science Gossip.....	"
		Scientific American	"
		Weather Chronicle.....	"
		" Maps.....	"
		" Review.....	"
		Workshop.....	"
4.	Agriculture.....	American Agriculturist.....	"
		" Homestead.....	"
		Cultivator and Country Gent.....	"
		Ill. Journal of Agriculture.....	"
		Live Stock Journal.....	"

<i>Table</i>	<i>Class.</i>	<i>Name.</i>	<i>Language.</i>
	Commerce and Statistics.....	Bankers' Magazine.....	English.
		Jour. of Statistical Society.....	"
		U. S. Bureau of Statistics.....	"
		Monthly Reports.....	"
		Western Insurance Review.....	"
	Engineering and Architecture....	Allgemeine Bauzeitung.....	German.
		American Builder.....	English.
		Annales des Ponts and Chaussees....	French.
		Architect.....	English.
		Builder.....	"
		Building News.....	"
		Chicago Railway Review.....	"
		Engineer.....	"
		Engineering.....	"
		Engineering and Mining Journal.....	"
		Nouvelles Annales de la Construction..	French.
		Organ f. d. Fortschritte d. Eisenbahn- wesens.....	German.
		Railroad Gazette.....	English.
		Revue generale de l'Architecture.....	French.
		Van Nostrand's Engineering Magazine,	English.
		Zeitschrift d. Oesterreichischen Vereins,	German
		Zeitschrift f. Bauwesen.....	"
5.	Medicine.....	American Journal of Obstetrics.....	English.
		" " of Med. Sciences...	"
		Beale's Archives.....	"
		Braithwaite's Retrospect.....	"
		Medico-Chirurgical Review.....	"
		" " Transactions.....	"
		Hahnemannian Monthly.....	"
		Hall's Journal of Health.....	"
		London Lancet.....	"
		Medical Investigator.....	"
		" News and Library.....	"
		Missouri Clinical Record.....	"
		" Dental Journal.....	"
		New York Medical Journal.....	"
		Practitioner.....	"
		Journal of Microscopical Science.....	"
		St. Louis Medical and Surg. Journal...	"
	Theology.....	Bibliotheca Sacra.....	"
		Christian Register.....	"
		Christian Statesman.....	"
		Church News.....	"
		Independent.....	"
		New Church Independent.....	"
		New Jerusalem Messenger.....	"
		Presbyterian Quarterly.....	"
		Religious Magazine.....	"
		Unitarian Review.....	"
6.	Education.....	American Educat. Monthly.....	"
		" Journal of Education.....	"
		Amerikanische Schulzeitung.....	German.
		Common School Journal.....	English.
		Educationist.....	"
		Illinois Schoolmaster.....	"
		Iowa School Journal.....	"
		Journal of Education (Quebec).....	"

<i>Table.</i>	<i>Class.</i>	<i>Name.</i>	<i>Language.</i>
6.	Education.....	Kansas Educ. Monthly	English.
		London Educ. Times.....	"
		Magazin f. Paedagogik.....	German.
		Michigan Teacher.....	English.
		Minnesota Teacher.....	"
		National Normal.....	"
		" Teacher.....	"
		Nebraska ".....	"
		N. Y. State Educ. Journal.....	"
		Normal, Monthly.....	"
		Paedagogisches Archiv.....	German.
		Pennsylvania School Journal.....	English.
		School Board Chronicle (London).....	"
		School Reports.....	"
		University Missourian.....	"
		Volksschulfreund.....	German.
		Western (St. Louis).....	English.

An index to the periodicals is placed at the entrance of the hall; the more valuable periodicals are kept at the desk on the northern end of the hall, where an assistant of the library superintends the order in the reading room.

The Art Society,

Which is permanently connected with the Library, has placed its collection of 151 autotypes in this hall, whose southern back ground is occupied by the statue of the Venus of Milo, the Dying Gladiator, and other classic statuary, while six large cases full of minerals, arms, petrefacts, and a few animals, form a nucleus of what may yet become a great natural cabinet.

The Scientific and Technical societies which have joined the Library, have deposited their books in the same, and secure the purchase of new books and periodicals for their specialties through the communication of their officers with the officers of the Board. In this manner the Public School Library has become

A Practical American University,

which gives mental food for the intellectual wants of all classes, trades, occupations, sexes, and ages.

The field of usefulness of the Library being thus extended, its primitive object of a library for school children was changed, its scope enlarged, so that at present it aims to constitute the de-

pository of the intellectual treasures for the reference, study, and amusement of all classes of the community. The financial resources of the Library were not found adequate to this great object, and in order to increase them, the consent and approval of the School Board having first been obtained, and the active co-operation of the representatives of St. Louis County secured, the following library law was urged before and passed by the General Assembly of the State of Missouri:

"AN ACT to authorize the Board of President and Directors of the St. Louis Public Schools to maintain a free public library and reading rooms.

"Be it enacted by the General Assembly of the State of Missouri, as follows:

"SECTION 1. The 'Board of President and Directors of the St. Louis Public Schools' is hereby authorized to appropriate, out of its annual income, for the maintenance of a public library and reading room with or without branches, which shall be free for purposes of reading and reference, under such rules and regulations as said Board may, from time to time, prescribe, such sum as in their discretion may be proper.

"SEC. 2. This act to take effect and be in force from and after its passage.

"Approved, March 27th, 1874."

Under this law the School Board of St. Louis has the legal authority to provide for all the wants of the Library. It may be stated here, as a noteworthy fact, that the library law had the general consent and support of all parties in the School Board, as well as in the legislature, proving that the desire for the maintenance of a public library upon the most liberal and general basis, emanates from one of the settled convictions of our community. In consequence of this law, the library was opened free to the public, everybody being at liberty to consult its large collections of books, periodicals, and papers in the library hall and reading room.

The feature of Library

Membership

has nevertheless been retained; it confers the additional right of taking out books for home use, and of voting at the annual elec-

tions for seven out of the sixteen members of the Board of Managers. But as the fee is only one dollar for three months, and twelve dollars paid in this manner within four years entitles any one to a life membership, it is evident that this membership is within reach of parties of very limited means.

The total membership for the year was as follows:

Life members	1,935
Perpetual memberships, (High School).....	30
Temporary pay subscribers	2,188
Free Evening School members.....	1,324
Total.....	5,477

Number of new members registered during the year.....	1,535
Number of life membership certificates issued.....	325

For the use of these members and the reading public at the hall, the library contained at the commencement of this fiscal year, besides the periodicals and newspapers already referred to, the following number of books:

Regular Library.....	25,878 vols.
Collection of duplicates.....	933 “
Academy of Science.....	3,500 “
Duplicates not in circulation.....	2,135 “
Unbound periodicals.....	1,110 “
Total.....	33,556 vols.

To this were added during the year:

Regular Library, by purchase.....	2,076 vols.
Regular Library, by donation.....	224 “
Regular Library, periodicals bound	59 “
Total for regular library.....	2,359 “
Collection of duplicates.....	592 “
Total additions for the year, (9 per cent.).....	2,951 “
Total of books, May 1st, 1874.....	36,507 vols.

473 pamphlets, presented to the library during the year, are not contained in the above account.

The additions of books to the regular library divide, as to contents:

1. <i>Scientific:</i>			
<i>a.</i> Philosophy.....	40	vols.	
<i>b.</i> History and travels.....	99	"	
<i>c.</i> Theology.....	32	"	
<i>d.</i> Social and political science.....	103	"	
<i>e.</i> Natural science and useful arts....	168	"	
<i>f.</i> Medicine.....	211	"	
<i>g.</i> Fine arts and poetry.....	130	"	
<i>h.</i> Literary Miscellany.....	118	"	
<i>i.</i> Cyclopedias and periodicals.....	53	"	
	954	vols. or 42.6 per cent.	
2. <i>Juveniles</i>	333	"	14.1 "
3. <i>Novels</i>	1,072	"	43.3 "
Total.....	2,359	vols.	100 per cent.

As to difference of language, there were bought :

English.....	1,759	vols.
German.....	583	"
Different other languages.....	17	"
Total.....	2,359	"

The unusually large proportion of juvenile books and novels added during this year was the consequence of many standard novels, such as Bulwer's, Dickens', Thackeray's, Hawthorne's, and of juveniles, Oliver Optic's, Kellogg's, Alger's, and others, having been worn out, had to be replaced; besides this, the first and only large invoice of German standard novels is included in this account. However, as novels and juveniles are comparatively the cheapest books, the expenditure for this year's addition shows entirely different proportions from the account by numbers.

The Expenditure for Books

divided as to subjects, and added this year, shows :

For scientific books.....	\$1,131 88	or 62 per cent.
For Juveniles.....	191 18	10.5 "
For novels.....	501 70	27.5 "
Total.....	\$1,824 76	100 "

Circulation.

It has been stated before. that the 5,477 members of the Library had at their disposal 36,507 vols. Of these they made use to the extent of 106,495 issues, namely:

15	per cent.	in the Library Reading Room.
11	"	from Collection of Duplicates, home use.
74	"	regular Library for home use.
100	"	

According to subjects, the issue for home use was divided as follows:

Philosophy.....	699	
History and Travels	6,819	
Theology	666	
Social and Political Science	807	
Natural Science and Art	3,955	
Fine Art and Poetry	2,693	
Literary Miscellany	2,372	
Periodicals	1,209	
Total Scientific.....	19,210	or 24.5 per cent.
Juveniles.....	17,390	or 22.0 "
Novels.....	42,106	or 53.5 "
	78,786	100. "

Of books used in the Library there were:

Novels.....	1,760 vols.	or 11 per cent.
Juveniles....	2,724	" 17 "
Scientific.....	11,329	" 72 "

A comparison by subjects of the issues for Library and Home use, discloses the memorable fact, that while in the issue for home use, scientific works do not even foot up to 50 per cent. of the number of novels issued, in the use at the Library, which is opened to the public at large, the novels used constitute only six per cent. of the scientific works read.

The Issue of German Books

constitutes six per cent. of all books taken out, while considering the issue of German books separately, the novels preponderate

to the rate of 55 per cent. of all German books taken out for home use.

The Opening of the Library on Sundays

has been continued this year with the best of results, the reading room being almost continually filled with quiet assiduous readers, while the issue for library use shows the great preponderance of 65 per cent. for Sundays against 35 per cent. for week days.

System of Duplicate Charging.

In order to prevent, as far as possible, the loss of books, a system was adopted in January of this year by which every book loaned out is charged at once upon two slips (one white, the other yellow). The yellow slip is placed in front of the member's card, and removed therefrom on the return of the book. The white slips are placed in a box, whence they taken once a day and distributed into pigeon-holes representing the dates at which the books should be returned. As the yellow slips are removed from the borrower's cards, the corresponding white slips are cancelled; hence, the white slips remaining in the pigeon-hole represent each day what books are being detained beyond time. Postal card notices are first mailed to the delinquent borrowers, and all books not returned within two weeks after being due are sent for by a messenger.

ROBERT J. ROMBAUER,
President.

JNO. J. BAILEY,
Librarian.

COURSE OF STUDY.

In the appendix—pages lxxiii—cxlv—will be found the course of study, as revised for this year. In the report of the Principal of the Normal School for this year will be found a detailed account of the course of study for the Normal School.

The Kindergarten.

The experiment of establishing a Kindergarten in South St. Louis, which I mentioned in my last report, has progressed favorably, and the Board have resolved to establish others the coming year in the Everett and Divoll schools.

At my request Miss Blow, to whose gratuitous services the establishment and success of the present Kindergarten are due, has written me the following report of the aims and prospects of the enterprise under her direction :

Report of the Director of the Des Peres Kindergarten.

WM. T. HARRIS, *Sup't Public Schools, St. Louis.*

SIR,—The increasing interest in Primary Education is a significant fact of the times. We are coming to realize more fully every day that early impressions are all-powerful in shaping character and determining the bent of the mind, and to feel that if we are ever to have a truly philosophic system of education its foundations must be laid broad and deep during the first years of childhood. But what we admit theoretically, we find difficult to realize practically ;—we know better what ought to be done for the children than *how* to do it,—the objects of early education have been defined, but its methods have never been satisfactorily

settled; and, so, many candid thinkers weighing the possibilities of good against the chances of evil, still feel that the safest plan is to trust to nature, and to give children no definite intellectual training until the time comes when they must learn to read, write and cipher.

Now it is precisely in the question of method, that Froebel is superior to other educational reformers. I do not agree with those Kindergarten enthusiasts who can see no light but what comes from their own sun. I do not think Froebel has announced any principles which are not at least implied in the writings of other philosophic educators, but I do feel that he has shown great originality and wonderful insight in his application of principles, and that his answer to the question, "How shall we best meet the necessities of the child?" is the most complete and comprehensive which has yet been given.

The experiment of a Kindergarten in the Des Peres school was inaugurated with a view to testing the practical effects of Froebel's system. In the summer of 1873, the room was assigned by the School Board for this purpose, and the Kindergarten was opened on the first Monday of September of same year. There were entered on the first day twenty children, and this number was soon increased to forty-two, the total number which the size of the room justified me in receiving. In September, 1874, the Kindergarten was re-opened and as nearly all the children belonging the previous year were immediately re-entered, the lack of room prevented the formation of new classes. In December, a second room in the Des Peres School was assigned to the Kindergarten and forty-five new scholars were entered within a few weeks. The whole number enrolled up to present date is ninety, the actual number belonging, seventy-five. These children range from seven and a half, to three years of age, so that an opportunity is afforded of illustrating the system of Froebel in all its phases.

I can urge no argument in favor of the Kindergarten, stronger than a comparison of the results thus far obtained, with the fears expressed by friends and the objections made by opponents at the beginning of the enterprise.

I. It was said that it would be impossible to collect a sufficient

number of children to justify the expense of the school. The fact that no books are used in the Kindergarten, would, it was thought, create an unwillingness on the part of parents to send children of six years of age, while children of three and four could not be sufficiently interested to be made reliable scholars.

Experience has proved both these fears without foundation. The smaller children show a constantly increasing interest in their work, and cry so bitterly when kept at home, that their mothers send them regularly in self-defense, while all the parents whose children of six years of age were in the Kindergarten last year, re-entered them this year, and seem only anxious that the training they are receiving may be continued as long as possible. In addition to this fact, I may state that I am constantly solicited to enter new children, six, seven and even eight years of age.

II. It was urged that with such small children it would be impossible to secure regular attendance. The average attendance at the Des Peres Kindergarten is ninety-five per cent., which I am informed is better than the average attendance in primary rooms.

III. It was objected that children trained in a Kindergarten would thereby be unfitted for ordinary primary work. In answer to this, I need only state, that a class of nine children now seven-and-a-half years old, who were in the Kindergarten last year, have learned in two quarters to read fluently in the Second Reader—that they have also learned to write well, and that they show an aptitude for numbers, which several experienced teachers have assured me, is really remarkable.

IV. Finally, fears were expressed in some quarters, that children might be injured by the physical exercises of the Kindergarten. The facts prove that the reverse is true. There have thus far been no deaths among the children connected with the Kindergarten, and there has been but one case of serious illness, while I am informed by many of the parents, that the health of their children has steadily improved since their entrance into the school, and I can myself bear witness to a most marked development of physical strength and grace among the scholars.

If these facts are of any value, they practically dispose of

the objections usually urged against the Kindergarten. The question remains, "What positive advantages may be claimed for the system, and what definite, intellectual and moral effects does it produce. The peculiar characteristic of Froebel's method, lies in the vital connection of all its details with each other, and with the general law upon which they are all based. No single gift or occupation of the Kindergarten is isolated; all have their force and significance through their relation to each other. Each new gift fulfills the promise of its predecessor, and implies the possibilities which are to be realized in its successor, and the law which the child learns through one occupation, he soon sees may be applied to all. The constant repetition of the same fact, under different forms, impresses it sharply upon the mind, and the constant application of the same principle to different facts, gives breadth and comprehensiveness to thought. The impressions thus received, and the thoughts thus developed, are in each successive stage, ultimated in creative action. With given mathematical forms, the child is encouraged to produce harmonious combinations; the figures made with his blocks, he soon repeats with sticks, in drawing, or in the patterns designed for sewing, and each fresh element of knowledge is made the basis of a new invention. The practical result of this training is, that children gain at once exactness of thought and freedom of the imagination; that they become at once analytic and creative, and while laying the best possible foundation for mathematics, the facts of form, and relations of number with which they are constantly occupied, serve also to harmoniously develop the æsthetic nature. Thus, a balanced growth is attained, which cannot, I believe, be so well secured by any other system, and the importance of which can scarcely be overestimated.

The chief moral effects of the Kindergarten, as of schools in general, result principally from the personal character of the teacher and from the contact of the children with each other. The advantage of the Kindergarten over the ordinary primary room lies in the fact that children between three and six years of age are far more easily influenced than at any later period, while at the same time the teacher comes more directly in contact with each child, than is possible in a regular school. The relation of

the children to each other is also made peculiarly sympathetic, by the social lunch which all take sitting together at little tables,—by the games in which the pleasant bearing of each child is necessary to the general enjoyment, and by interest in the common occupations in which all engage.

A great incidental advantage of the Kindergarten, is the effect of the occupations in forming habits of cleanliness and neatness. The children learn to come with clean hands, because they want to do clean work, and I believe that in a properly conducted Kindergarten a persistently untidy child is an impossibility. In the Des Peres Kindergarten the results in this direction have been so marked that strangers visiting the school have failed to detect any difference of class among the scholars, and have refused to believe that any of the children could originally have been unwashed and neglected.

A feature of Froebel's system whose importance has, thus far, not been adequately realized, is the preparation it affords for all kinds of manual labor. The occupations give delicacy and precision of touch, and produce great pliability in the muscles of the hand, while the fact that the children work intelligently,—always obeying some fixed law or embodying some original idea, creates that love of work, which in later life changes it from a curse to a blessing.

Personally, however, I feel that the strongest claim of the Kindergarten is the happiness it produces. If we can create in children a love for work, we shall have no difficulty in making them persistently industrious,—if we can make children love intellectual effort, we shall prolong habits of study beyond school years,—and if we can insure to children every day four hours of pleasurable activity without excitement, we lay a strong foundation for a calm, contented and cheerful disposition.

No characteristic of the age in which we live, is more striking than the sadness which broods over the minds of its deepest thinkers, and no necessity in education is greater than to correct the exaggerated introspective tendency from which much of this unhappiness arises. In the Kindergarten a healthful direction is given to thought, a strong interest in external

things is created, and while individuality is developed, pre-occupation with self is discouraged. Insensibly, the children get into the habit of being happy, and I believe lay up a capital stock of good spirits, good nerves, and practical common sense, which will make them strong to bear the trials, and solve the doubts that life is sure to bring.

Respectfully,

S. E. BLOW.

ORGANIZATION.

Two years ago I expressed my conviction that the progress of enlightened public sentiment on the subject of school discipline would lead to an utter abolition of the use of the rod in school. I said :

“ In this connection it is worthy of remark that the system of corporal punishment generally employed is likely to go out of use altogether before the close of the century. Any review of its history will convince one of this. The sense of honor is developed earlier and earlier with each succeeding generation, and corporal punishment should give place to punishments of honor as soon as this sense developes. Honor is the feeling of the recognition of one's essentiality on the part of the community. To be deprived of this recognition is a keen suffering to most American youth above the age to enter school. Suspension from school is a means of punishment based on the sense of honor in pupil and parent, and also on the desire of the latter for the culture of his child. Municipal authority in the shape of truant and vagrant regulations must be relied on to supplement a mild school discipline, and special reform schools, in which the spirit of military discipline prevails, will train into mechanical habits of obedience those who are morally too weak for the common school.”

In Chicago, where more progress has been made in securing discipline by mild means than in any other large city, “ corporal punishment is permitted but not practised.” Not over six cases in all occurred in that city the past year. Superintendent Pickard, who has been the soul of this great reform, reports the following results :

"Order is as good as ever before.

Obedience has been prompt and cheerful.

Willful disobedience and malicious conduct have been less frequent than in any previous year.

Suspensions for misconduct, which the advocates of corporal punishment so much dread, have diminished under the trial."

He shows that suspensions for misconduct for the past year numbered only one per day to each 24,000 pupils, while before the experiment the average for seven years had been one to 14,000 pupils. He remarks further, in regard to this subject:

"With some, time is made an important element in the decision of the question of corporal punishment, since, it is claimed, the use of the rod shortens the time requisite for discipline, it is desirable that it be used so that the time saved may be spent upon recitation, and thereby great good be accomplished. This argument ignores entirely one great end of education—the cultivating of a self-determining power on the part of the child. If it requires more time to make the child realize his individuality and to secure from him action controlled by inner, rather than by outer forces, and at the same time action consistent with the good of every other individual of equal importance with himself, the man who looks to ultimate rather than immediate results, will gladly accept the condition. The search for the means best adapted to the direction of energy, which from some cause or another has started out upon a wrong course, will reveal to the teacher many helps to the cultivation of the self-directing power of his other pupils. Witnesses of obedience secured by the use of physical force are seldom improved by the spectacle; many are injured by it. A wayward spirit checked, guided, and made to serve a noble end through influences whose worth all recognize, secures the respect of all his better associates, and they are made better still by the sympathy and aid given him."

The number of suspensions for absence in Chicago the past year was 3,554, or one to each — or rather more than one case per day to each 2,000 pupils in attendance. The number of suspensions for misconduct was 256.

The total number of suspensions in the St. Louis schools for

the past year, is 614, of which I think about one half were for misconduct.

We have had but very few cases of corporal punishment, when compared with former years, but still the number is quite large when brought together. In the last two years the largest number of cases during a quarter of ten weeks was 1,598, and the smallest number, 631; while our general average is now about 1,000 cases per quarter for 25,000 pupils. This makes one case a day, for each 1,250 pupils, being only one case in two days for each twelve-room school. Sixteen years ago there was one hundred times this amount, pro-rata.

There is, however, a large number of abandoned youth growing up in our city, that our schools do not reach, and cannot reach without doing positive injury to the other children under their charge. Provision for this class of youth is a matter that needs attention on the part of the city. The worst ones are for the most part half orphan children, and in some instances children of parents whose duties call them away from home, on the river, or in mercantile business, or whose minds are too much engrossed with great cares, to attend to the proper discipline of their children. Two or three grades of institutions where unruly and dissolute children could be confined and made to learn a trade, would be, perhaps, the best remedy. Such children could be sent to these institutions upon application of parents or guardians, or by due process of law for vagrancy.

I do not think that this number of abandoned youth has increased except for reasons due to the civil war. Very many half orphans were then occasioned, and the return of the soldiery to their homes brings in a contaminating element derived from the camp which shows itself in the corruption prevalent among the most spirited and wayward of our youth.

With this presentation of the condition of the schools, this report is respectfully submitted.

WM. T. HARRIS,
Superintendent.

APPENDIX.

EXTRACTS
FROM THE STATE SCHOOL LAW AND FROM THE
STATE CONSTITUTION.

PROVISIONS THAT APPLY TO THE ST. LOUIS PUBLIC SCHOOLS.

PUBLIC SCHOOL FUND.

From what Sources Derived.

SECTION 74. There is hereby created a public school fund, the annual income of which shall be applied as hereafter directed. The proceeds of all lands that have been or may be hereafter granted by the United States to this State, and not otherwise appropriated by this State or the United States, also all moneys, stocks, bonds, lands or other property now belonging to any fund for the purpose of education, (except wherein the vested rights of townships, counties, cities or towns would be infringed), also the net proceeds of the State tobacco warehouse, and of all sales of lands and other property and effects that may accrue to the State by escheat, or for sale of estrays, or for unclaimed dividends or distributive shares of the estates of deceased persons, or from fines, penalties or forfeitures; also, any proceeds from the sales of public lands which may have been or hereafter may be paid over to this State (if Congress will consent to such appropriation); also, all other grants, gifts or devises that have been or hereafter may be made to this State, and not otherwise appropriated by the terms of the grant, gift or devise; the proceeds of which, whenever realized, shall be invested, under the supervision of the Board of Education, in bonds of the United States, the income of which, together with twenty-five per cent. of the State revenue, shall be applied annually to the support of the public schools and university provided for in this act, to be divided and appropriated as hereinafter provided.

PROTECTION OF SCHOOL PROPERTY.

SEC. 101. Every person who shall willfully injure or destroy any building used as a school-house, or for other educational purposes, or any furniture, fixtures or apparatus thereto belonging, or who shall deface, mar or disfigure any such building, furniture or fixture, by writing, painting, cutting or pasting thereon any likeness, figures, words or device, shall be fined in a sum double the value of any such buildings, furniture or apparatus so destroyed, and shall be fined in a sum not less than ten nor more than fifty dollars for each offense, for writing, painting, cutting or pasting in any such building, furniture or fixtures, any such words, figures, likeness, or device, to be recovered by civil proceeding in any court of competent jurisdiction; and the punishment provided in this section to be in addition to, and not in lieu of, the punishment provided by the statute regulating crimes and punishments for such offenses. Any subdistrict, township or county clerk, county superintendent or county treasurer, or other officer, who shall persistently neglect or refuse to perform any duty or duties pertaining to his office under this act, shall be regarded as guilty of a misdemeanor, and subject to a fine not less than fifty nor more than five hundred dollars, in any court of law in this State having competent jurisdiction.

APPORTIONMENT OF PUBLIC SCHOOL FUNDS.

Basis and Time of Apportionment.

SEC. 94. The State Superintendent of Public Schools shall, annually, in the month of March, apportion the public school fund applied for the benefit of public schools among the different counties, upon the enumeration and returns made to his office, and shall certify the amount so apportioned to the State Auditor, also to the county clerk of each county, stating from what source the same is derived, which said sum the several county treasurers shall retain in their respective county treasuries from the State funds; and the county clerks shall, annually, and immediately after their annual settlement with the county

treasurers of their respective counties, according to the enumeration and returns in their offices, proceed to apportion the school funds for their respective counties; and no township or other district, city, or town which shall have failed to make and return such enumeration, shall be entitled to receive any portion of the public school funds; and in making such distribution, each county clerk shall apportion all moneys collected on the tax duplicate of any townships, for the use of schools, to such townships; all moneys received from the State Treasurer, and all moneys on account of interest of the funds accruing from the sale of section sixteen, or other lands in lieu thereof, to the congressional townships and parts of congressional townships to which such land belonged; and all other moneys for the use of schools in the county, and not otherwise appropriated by law, to the proper township; and he shall, immediately after making such apportionment, enter the same in a book to be kept for that purpose, and shall furnish the township clerks, and those of cities or villages, as the case may be, each with a copy of said apportionment, and order the county treasurer to place such amount to the credit of the township, city, or town entitled to receive the same: *Provided, further,* That no subdistrict, city, or town that shall have failed to afford the children thereof the privilege of a free school for at least three months during the year for which distribution is made, shall be entitled to any portion of the public school fund for that year.

EXPLANATION BY STATE SUPERINTENDENT.

SECTION 94:

(a) The apportionment in each year is based on the enumeration filed in the State Superintendent's office in November in the previous year.

(b) No part of the State, county, or township school fund can be used to make up deficits in the estimates of any former year.

(c) These funds can be used only to pay teachers' wages.

(d) No part of these funds can be legally distributed to any county, township, city, town, or village which has not supported a school for at least three months during the year for which the distribution is made, unless such city, town, village, etc., is newly organized.

(e) By the last clause of this section, it is apparent that the three months' school required must have been supported during the year in which the enumeration was taken, on which the apportionment is made.

SEC. 95:

These fines and penalties are to become a part of the permanent school fund, and must not be used to meet the current expenses of the year. [See Sec. 74.]

Duties of County Clerk.

SEC. 95. The said county clerk shall collect, or cause to be collected, the fines and penalties and all other moneys for school purposes in his county, and pay the same over to the county treasurer, on account of the public school fund; and he shall inspect all accounts of interest for section sixteen and other school lands, whether the interest is paid by the State or by the debtors, and take all the proper measures to secure to each township its full amount of school funds.

COLORED SCHOOLS.

SECTION 1. The Township Boards of Education of this State, in their respective townships, and the several other Boards of Education, and the trustees and directors of schools, or other officers having authority in the premises, in each city or incorporated village, shall be and they are hereby authorized and required to establish, within their respective jurisdiction, one or more separate schools for colored children, when the whole number, by enumeration, exceeds fifteen, so as to afford them the advantages and privileges of a common school education; and all such schools so established for colored children shall be under the control and management of the Board of Education, or other school officers, who have in charge the educational interests of the other schools; but in case the average number of colored children in attendance shall be less than ten for any one month, it shall be the duty of said Board of Education or other school officers to discontinue said school or schools for any period not exceeding six months at any one time; and if the number of colored children shall be less than ten, the Board of Education shall reserve the money raised on the number of said colored children, and the money so reserved shall be appropriated as they may deem proper for the education of such colored children: *Provided*, That whenever, in the opinion of any Board of Education of any township or townships, or incorporated towns, the educational interests of the colored children will be promoted thereby, then such board or boards shall be and they are hereby authorized to form one

school district by the union of two or more school districts or sub-districts, or one of each, for the purpose of establishing a separate school for colored children. Any district so formed shall be under the control and management of a Board of Education to be composed of the presidents of the Boards of Education residing in such districts : *Provided*, There shall be three or more ; but if the number be less than three, then the deficiency shall be made up by an election at the time other school officers shall be elected in such districts, as provided by law. It shall be the duty of the Board of Education for any district so formed to keep up a school in such district the same number of months that other schools are required by law to be kept up in the territory included in such district, and for this purpose to rent or cause to be erected a school building in such place within such district as shall best subserve the interest of the colored children therein, and to this end such board is hereby invested with the same authority to raise the necessary funds as is by law conferred on the Boards of Education in incorporated towns. In all other respects the terms and advantages of said schools shall be equal to others of the same grade in their respective townships, cities and villages, and the township boards may, in their respective townships, admit into the schools provided for in this section, persons over twenty-one years of age. [March 1, 1869.]

PUBLIC SAFETY.

SECTION 1. All the doors for ingress and egress to and from all public school-houses and other public buildings, and also of all theatres, assembly rooms, halls, churches, factories with more than twenty employees, and all other buildings or places of public resort whatever, where people are wont to assemble, excepting school-houses or churches of one room on the ground floor, which shall hereafter be erected, together with all those heretofore erected, and which are still in use as such public buildings or places of resort, shall be so hung as to open outwardly from the audience rooms, halls or workshops of such buildings or places, *Provided*, That said doors may be hung on double-jointed hinges, so as to open with equal ease outwardly and inwardly.

SEC. 2. Any architect, superintendent, or other person or persons, or body corporate, who may have charge of the erection, or may have the control or custody of any of the said buildings or places of resort mentioned in section one of this act, who shall refuse or fail to comply with the provisions of said first section within six months from the passage of this act, in cases of said buildings or places aforesaid, which have been heretofore erected, and before the completion or occupation for said purposes of any of said buildings or places now in process of erection, shall, on proof of such refusal or failure before any court of competent jurisdiction, be adjudged to be guilty of a misdemeanor, and be punished by a fine of not less than one hundred nor more than one thousand dollars, which said fine shall be collected as is now provided by law for the collection of fines in such cases, and when collected shall be paid into and become a part of the public school fund of the county or city or incorporated town in which said misdemeanor was committed. [March 9, 1872.]

AN ACT

In relation to the qualifications of the Directors of the St. Louis Public Schools.

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. No Director of the St. Louis Public Schools shall be directly or indirectly interested in contracts for building or repairing school-houses, nor in furnishing supplies to the schools, and any Director becoming so interested shall be immediately suspended by the President of the Board, who shall notify the Board of Directors of such fact, whereupon the Board of Directors shall, as soon as practicable, convene to hear and determine the same, and if by a two-third vote of the Board of Directors he be found so interested, he shall be immediately dismissed from the Board, and the President shall issue a proclamation for an election to fill the vacancy.

SEC. 2. This act shall take effect and be in force from and after its passage.

Approved March 24, 1870.

Constitution and Amendment of the State of Missouri

IN REGARD TO PUBLIC SCHOOLS.

ARTICLE IX.

EDUCATION.

SECTION 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free schools for the gratuitous instruction of all persons in this State between the ages of five and twenty-one years.

SEC. 2. Separate schools may be established for children of African descent. All funds provided for the support of public schools shall be appropriated in proportion to the number of children, without regard to color.

SEC. 3. The supervision of public instruction shall be vested in a "Board of Education," whose powers and duties shall be prescribed by law. A Superintendent of Public Schools, who shall be the President of the Board, shall be elected by the qualified voters of the State. He shall possess the qualifications of a State Senator, and hold his office for the term of four years, and shall perform such duties, and receive such compensation, as may be prescribed by law. The Secretary of State and Attorney-General shall be *ex officio* members, and, with the Superintendent compose said Board of Education.

SEC. 4. The General Assembly shall also establish and maintain a State University, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the public school fund will permit.

SEC. 5. The proceeds of all lands that have been or hereafter may be granted by the United States to this State, and not otherwise appropriated by this State or the United States; also, all

moneys, stocks, bonds, lands, and other property now belonging to any fund for purposes of education ; also, the net proceeds of all sales of lands and other property and effects that may accrue to the State by escheat, or from sales of estrays, or from unclaimed dividends, or distributive shares of the estates of deceased persons, or from fines, penalties and forfeitures ; also, any proceeds of the sales of the public lands which may have been or hereafter may be paid over to this State (if Congress will consent to such appropriation) ; also, all other grants, gifts or devises that have been or hereafter may be made to this State, and not otherwise appropriated by the terms of the grant, gift or devise, shall be securely invested and sacredly preserved as a public school fund ; the annual income of which fund, together with so much of the ordinary revenue of the State as may be necessary, shall be faithfully appropriated for establishing and maintaining the free schools and the university in this article provided for, and for no other uses or purposes whatsoever.

SEC. 6. No part of the public school fund shall ever be invested in the stock, or bonds, or other obligations of any State, or of any county, city, town or corporation. The stock of the Bank of the State of Missouri now held for school purposes, and all other stocks belonging to any school or university fund, shall be sold, in such manner and at such time as the General Assembly may prescribe ; and the proceeds thereof, and the proceeds of the sales of any lands or other property which now belong or may hereafter belong to said school fund, may be invested in the bonds of the United States. All county school funds shall be loaned upon good and sufficient unencumbered real estate security, with personal security in addition thereon.

SEC. 7. No township or school district shall receive any portion of the public school fund, unless a free school shall have been kept therein for not less than three months during the year for which distribution thereof is made. The General Assembly shall have power to require, by law, that every child of sufficient mental and physical ability shall attend the public schools, during the period between the ages of five and eighteen years, for a term equivalent to sixteen months, unless educated by other means.

SEC. 8. In case the public school fund shall be insufficient to

sustain a free school at least four months in every year in each school district in this State, the General Assembly may provide, by law, for the raising of such deficiency, by levying a tax on all the taxable property in each county, township, or school district, as they may deem proper.

SEC. 9. The General Assembly shall, as far as it can be done without infringing upon vested rights, reduce all lands, moneys, and other property used or held for school purposes, in the various counties of this State, into the public school fund herein provided for, and, in making distribution of the annual income of said fund, shall take into consideration the amount of any county or city funds appropriated for common school purposes, and make such distribution as will equalize the amount appropriated for common schools throughout the State.

AMENDMENT.

Article IX of the Constitution of the State of Missouri is hereby amended by adding a new section thereto, to be numbered and known as section 10, and to read as follows :

SECTION 10. Neither the General Assembly nor any county, city, town, township, school district or other municipal corporation, shall ever make any appropriation, or pay from any public fund whatever, anything in aid of any creed, church, or sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other institution of learning controlled by any creed, church or sectarian denomination whatever ; nor shall any grant or donation of personal property or real estate ever be made by [any] State, county, city, town, or such public corporation, for any creed, church or sectarian purpose whatever.

RULES

FOR THE GOVERNMENT OF THE BOARD OF PRESIDENT AND DIRECTORS OF THE ST. LOUIS PUBLIC SCHOOLS.

SESSIONS OF THE BOARD AND RULES OF ORDER.

RULE 1. The stated sessions of the Board shall be held at the office of the Corporation, on the second Tuesday in each and every month, commencing at eight o'clock P.M., from the first of April till the first of October, and at seven and a half o'clock P.M. for the remainder of the year.

RULE 2. The President, or any three members of the Board, may call special sessions by giving three days' notice in writing to the other members of the Board, and stating the object of said call; but no business other than the special business for which it has been called shall be transacted at such session.

RULE 3. At all sessions of the Board a majority of the whole number elected shall constitute a quorum to do business, but any smaller number may adjourn from day to day, and compel the attendance of absent members. (See Charter, Sec. 6.)

RULE 4. The President, upon taking the chair, shall call the members to order, on the appearance of a quorum. The order of business of every session, except when otherwise specially directed, shall be as follows:

1. Reading of record of last session.
2. Reading of letters and communications.
3. Reports from Secretary, Treasurer, Attorney, Superintendent, and Bailiff.

4. Reports from standing committees.
5. Reports from special committees.
6. Unfinished business.
7. New business.

RULE 5. All special committees shall be called upon for report by the President whenever their report is due, and any special committee failing to report at such time, or in the next two sessions following thereafter, shall be considered discharged, unless extension of time is granted.

RULE 6. No person, other than a member or officer of the Board shall, unless by permission, be allowed to make any communication to the Board, except in writing, and such permission must be unanimous.

RULE 7. No motion shall be subject to debate until it has been seconded and stated by the Chair. It shall be reduced to writing at the request of any member of the Board.

RULE 8. When a question is before the Board, no motion shall be received, except to adjourn, to lay on the table, to close the debate, to refer, to postpone indefinitely, to postpone to a certain time, or to amend; and the motions shall take precedence in the order above named; the first, second and third shall be decided without debate, and the second and third by a two-thirds vote. Any member may call for a division of the question, when the same admits of it.

RULE 9. When the Board has decided to close the debate, the vote shall be taken first on the amendments that may be pending, and next also on the main question.

RULE 10. The President shall decide all questions of order, subject to an appeal to the Board by any member. In case of appeal, the question shall be : *Shall the decision of the Chair be sustained?* and, until it is decided, all debate upon the pending question shall be suspended.

RULE 11. The reconsideration of a vote may be moved at the same session at which the vote was taken by any member who voted with the majority, but such motion shall be decided at that or the next regular session, and a matter once finally

decided shall not be revived within a period of three months, unless by the consent of a majority of the Board.

RULE 12. Every member present shall vote on all questions, unless excused by the Board.

RULE 13. The yeas and nays shall be called and entered on the record whenever demanded by two members of the Board, and every member shall have the privilege of having his vote and reasons therefor recorded on any and every question, if he so desire.

RULE 14. No member shall be allowed to give his vote on any question after the result has been announced by the Chair, unless by unanimous consent; but any member may, after the announcement of the result of a vote by the Chair, and before the statement of a new question, call for a division.

RULE 15. When a member is about to speak on any question, he shall arise and address himself to the President, confine himself strictly to the point in debate, and avoid personalities.

RULE 16. No member shall speak more than five minutes at any one time on any motion under discussion, nor more than *once* until all other members choosing to speak shall have spoken, nor more than *twice* to the same question without consent of the Board.

RULE 17. No member shall be interrupted whilst speaking, unless by a call to order. If a member be called to order, he shall immediately take his seat until the point is decided by the Chair.

RULE 18. No member shall leave the Board before the close of the session without permission of the President.

RULE 19. None of the foregoing rules shall be repealed or altered unless a majority of all the directors vote for the repeal or alteration, nor unless upon motion made in writing for that purpose at the previous session of the Board.

RULES

FOR THE GOVERNMENT OF THE BOARD OF PRESIDENT AND DIRECTORS OF THE ST. LOUIS PUBLIC SCHOOLS.

ELECTION OF DIRECTORS.

RULE 1. All general elections for Directors of the St. Louis Public Schools shall be held in the respective wards at the same time as the general city election for councilmen in said wards, and at such place or places as the Board may direct.

RULE 2. Said elections shall be conducted by two judges and one clerk for each poll at which said elections are to be held, to be appointed by the Board. The certificates of the judges of the election, signed by them and attested by the clerk, showing the full return of all votes polled at such election, and for whom given, shall constitute the credentials of the person having the largest number of votes so returned, and shall entitle him to his seat as hereinafter provided—the Board reserving the right to declare null and void any election, in either ward, which it may deem illegal.

RULE 3. It shall be the duty of the Secretary, in all elections, to furnish to the judges and clerk at each of the respective polls a printed form of certificates of return, a box for holding the ballots, and a book with the names of the registered voters; and upon receiving the returns of elections, to preserve the same until the next session of the Board thereafter, and deliver them sealed to the President. Whenever any vacancy shall occur, he shall notify the Board at its first session thereafter, who shall thereupon order a special election to be held, and notice thereof to be published in two or more of the leading newspapers of the

city, for at least one week prior to the day on which such election is to be held: *Provided, always*, That no special election shall be held if such vacancy occur within ninety days prior to the general election.

RULE 4. It shall be the duty of the judges and clerk to fill said form of certificates of returns with the names of the candidates, and the number of votes each received; the votes shall be recorded in the book furnished, and numbered—a corresponding number being set opposite the name of each voter, in the same manner as prescribed by the present law regulating elections in St. Louis County. They shall sign and seal the same, and deliver them to the Secretary, for which service each Judge and Clerk shall receive the sum of five dollars.

RULE 5. The returns being delivered to the President as herein before provided, he shall open and read them to the Board, and shall ask of each person elected the following questions, which must be answered under oath, in the affirmative:

First—Are you a citizen of the United States, and twenty-one years of age?

Second—Have you paid a city tax?

Third—Have you resided in the ward from which you were elected for six months next preceding your election.

And the following, which must be answered in the negative, in like manner:

First—Are you a member of the Board of Common Council, or do you hold any office under the city of St. Louis, to which you were either elected or appointed?

Second—Are you, directly or indirectly, indebted to the “Board of President and Directors of the St. Louis Public Schools?”

Third—Are you, directly or indirectly, interested in any real property which is leased of the Public Schools, or that is claimed by them?

Fourth—Are you, directly or indirectly, interested in any claim held adverse to the title of the Public Schools to any of the lands allotted to them or set apart for their use, or to any property which is claimed by them?

All of which being answered to the satisfaction of the Board,

as ascertained by direct vote thereof, the person so answering shall take the following oath, and be deemed and declared duly elected and qualified as Director, and shall take his seat as a member of the Board :

STATE OF MISSOURI, } ss.
COUNTY OF ST. LOUIS. }

I solemnly swear (or *affirm*) that I will support the Constitution and Laws of the United States and of the State of Missouri, and the Rules and Regulations of the "Board of President and Directors of the St. Louis Public Schools," and that I will faithfully demean myself in office as School Director, to the best of my knowledge and ability, so help me God.

Subscribed and sworn to before me, }
this — day of —, 18—. } [SEAL.]

OFFICERS OF THE BOARD.

RULE. 6. The Board shall, at its first regular session in May, or as soon thereafter as may be, in each year, elect a President and Vice-President from their own number, and a Secretary, Treasurer, Attorney, Superintendent, Bailiff and Architect, who shall hold their respective offices for one year, and until their successors are duly elected and qualified, unless sooner removed by the Board. The election of the officers of the Board here named shall be by ballot, and a majority of all the votes cast shall be necessary to elect. No election of officers shall be held except at a regular session or adjourned session held for that purpose.

DUTIES OF PRESIDENT.

RULE 7. It shall be the duty of the President to preside at all sessions of the Board; preserve order; enforce the rules; sign all bonds, notes, agreements, deeds or leases, ordered to be executed by the Board; sign all warrants drawn on the Treasurer; appoint all standing committees and all special committees, when not otherwise provided for. The President shall also be the custodian of the bonds of all the officers.

DUTIES OF VICE-PRESIDENT.

RULE. 8. In case of the resignation, absence, or other cause of disability of the President, the Vice-President shall do and perform all the duties of the President. In case of absence or

disability of both the President and Vice-President, the President *pro tempore* shall do and perform all the duties of the President.

DUTIES OF SECRETARY.

RULE 9. It shall be the duty of the Secretary (in addition to the duties defined in Rule 3) to record the proceedings of the Board in a book kept for that purpose, and to index the same. This index shall contain among its captions also the following headings:

1. *Resolutions*, giving current number, object, date and page of record.
2. *Reports*, with separate headings for each standing committee and each officer, and one heading for special committees jointly, giving current number, object, date and page of record.
3. *Rules*, giving current number, object, date and page of record.
4. *Contracts*, giving current number, subject, date and page of record.

RULE 10. The Secretary shall attest all public acts of the President; affix thereto, when necessary, the seal of the corporation, and prepare notices to be served on the members, in due time, of all regular and special sessions of the Board and the committees thereof.

RULE 11. He shall present to the chairman of each committee a statement of the business, and all applications, resolutions and propositions referred to the same, with such books, plats and documents in possession of the Board as the respective committees may from time to time direct.

RULE 12. He shall take into his possession all deeds, books, letters and other papers belonging to the Corporation, and keep the same in good order, subject at all times to the order of the Board, or the examination of any member thereof; and shall lay before the Board, at each meeting, all letters or other documents left with or directed to him for that purpose. He shall keep the books and accounts of the Public Schools in the manner designated by the Board.

RULE 13. The Secretary shall keep a regular docket, and

place upon the same all reports due at certain periods, pursuant to the rules or resolutions of the Board. He shall likewise place upon the docket all resolutions, reports, applications and communications which are referred to committees or officers, whether such reference is made with or without instruction for reporting an opinion, for action, or with power to act, and he shall keep all such matters referred upon the docket until the same are disposed of by report and action of the Board, or by default.

RULE 14. He shall make out all accounts for moneys due this Corporation, and deliver and charge the same to the Bailiff, and furnish to the Board, at each regular session, a statement of receipts and expenditures. He shall pay over to the Treasurer, at least once in each week, all moneys collected or received by him for the Board. He shall, at the end of each fiscal year, make out a report of the financial condition of the Board, together with a statement of the lands in its possession, whether held in fee simple or under lease; how disposed of, either by leasing or for school-house sites; the quantity of land unleased, and where located.

RULE 15. It shall be the duty of the Secretary to possess himself of the necessary knowledge in relation to the real estate owned by this Board, as to its location, condition and value; and he shall possess himself of such other information as may be useful to the Board, or to any person having business with the Corporation. He shall keep the plats of all the real estate of the Public Schools, representing upon these plats the actual condition of the real estate. He shall also keep a complete register of such real estate, in book form, giving the full description and designation of all lots and parcels of land, with the date and amount of the last valuation placed upon the same, stating the names of lessees where property is leased, or of schools and buildings where so occupied.

RULE 16. The Secretary shall receive and register, for the inspection and examination of the Auditing Committee, all accounts and bills presented against the Board; and in this register of bills he shall, for each bill, refer to the proper record, authority or rule upon which such bill is based, giving, in every instance, date, page, and time of record, or page and number of

rules. He shall also report to the Board upon the condition of all accounts, books, plats and indexes, at the regular session next preceding the session at which the report of the quarterly examination by the Auditing Committee is due.

RULE 17. It shall be the duty of the Secretary to give the necessary information to all parties desirous of purchasing or leasing lots; and he shall negotiate with such parties according to the instructions of the Committee on Lands and Claims, or the Committee on Leases, and report to the respective committee the result of his negotiations. He shall keep a complete lease record posted up to date, and shall report at each regular session of the Board what leases, if any, have expired since the last regular session; and if none have expired, he shall report this fact. He shall also report whether the leases and renewals of leases granted have been executed by the parties, and he shall continue to report all such unexecuted leases at each session, until the same are either executed or revoked by the Board. No lease or renewal of lease shall be delivered by the Secretary unless the same shall have been first reported by him to the Board, by giving the name of lessees, description of property, condition, period of lease, and the price agreed upon.

RULE 18. He shall devote himself exclusively to the business of his office.

RULE 19. He shall give security, in the sum of fifty thousand dollars, for the faithful discharge of his duties.

DUTIES OF TREASURER.

RULE 20. It shall be the duty of the Treasurer to receive and keep the money and money obligations of this Corporation, and pay out the money upon warrants drawn by the President and countersigned by the Secretary, and not otherwise.

RULE 21. He shall keep a correct and comprehensive account of all moneys by him received and disbursed, in a book to be kept by him for that purpose, subject to the inspection of any member of the Board; he shall render a statement to the Secretary monthly, and oftener if required.

RULE 22. He shall give bond, in the sum of two hundred

thousand dollars, for the faithful performance of his duties, with such security as shall be approved by the Board.

DUTIES OF ATTORNEY.

RULE 23. It shall be the duty of the Attorney to take charge of the legal business of the Board in all the courts of the State and of the United States (his expenses and extra compensation being allowed by the Board when he is required to go out of the county of St. Louis), and to make a report to the Board semi-annually, on the second Tuesday of April and October, of the state of their business in the courts; and he shall enumerate in such report all undecided claims of the Board, and also report the disposal of such as had been acted upon during the last half year. He shall attend the sessions of the Board, and give his written opinion on all legal questions referred to him by the Board or by standing committees; draw all legal instruments, leases and other conveyance of the Board, and pay all moneys collected by him for the Board, to the Secretary of the Board.

RULE 24. He shall give security, in the sum of ten thousand dollars, for the faithful discharge of his duties.

DUTIES OF SUPERINTENDENT.

RULE 25. The Superintendent shall devote himself exclusively to the duties of his office.

RULE 26. He shall exercise a general supervision over the Public Schools of the city, and to this end shall visit them, examine into their condition and progress, and see that all the rules prescribed for their government are faithfully observed.

RULE 27. He shall inform himself regarding the progress of instruction and discipline in schools in other places, and from time to time suggest appropriate means for the advancement of the Public Schools in this city.

RULE 28. He shall report in writing, at the end of every quarter, or whenever required by the Board, giving a detailed statement of the condition and prospects of the schools, and recommending such measures for their improvement as he may deem advisable. In the month of October the Superintendent shall report an estimate of the probable increase of pupils for

whom seats should be provided before the month of September of the ensuing year, specifying as nearly as may be the localities in which the school accommodations are inadequate to the wants of the community. He shall make his annual report on or before the first meeting in December following the close of the scholastic year.

RULE 29. In the event of the building or altering of school-houses, he shall communicate to the Board such information on the subject as he may possess, and shall suggest such plans for the same as he may consider most economical and best for the health and convenience of the teachers and pupils.

RULE 30. He shall make investigation as to the condition and number of children in the city who are not receiving the benefits of education, and shall endeavor to ascertain the reasons, and suggest the remedies.

RULE 31. He shall attend all sessions of the Board, and, when requested, those of the standing committees.

RULE 32. He shall be present at the office of the Board every day between the hours of twelve and one o'clock, to attend to such office business as pertains to his department.

RULE 33. He shall prepare the forms for the necessary school registers, books of record, and blanks for the use of teachers.

RULE 34. He shall supervise and certify to the semi-quarterly pay-rolls of the teachers, as returned by the principals of the several schools, and shall assist the Secretary in paying the same.

RULE 35. The Assistant Superintendents, one of whom shall be proficient in German, shall aid the Superintendent in performing the work devolving upon him by the rules and regulations of the Board, and they shall, further, occupy their whole time during the sessions of the schools in visiting the various departments of the same, except when required by the Superintendent to assist him in the performance of other duties. They shall, further, report to the Superintendent, weekly, or oftener, in writing, giving the details of their observations in the schools, and recommending such measures as they deem conducive to the interests of the same.

DUTIES OF BAILIFF.

RULE 36. It shall be the duty of the Bailiff to take charge of and protect the real estate held by the Board from any trespass, wrong or injury; to prevent any person from taking possession of said real estate without the permission of the Board; to inform the Board, from time to time, when any person shall be in the adverse possession of any of said real estate, and order such person away from the same.

RULE 37. He shall exercise a general supervision over the tenants of the Board, collect all bills placed in his hands by the Secretary, and report the names of all delinquents at the first regular session thereafter, and shall continue to report the same until all delinquents have paid up, or are released by the Board, or otherwise disposed of. All rents and other moneys collected or received by said Bailiff shall be paid to the Secretary of the Board, as soon as practicable, after receiving or collecting the same.

RULE 38. He shall superintend the repairing of school-houses, under the direction of the Building Committee, and shall have general supervision over the janitors of the several school-houses, under the direction of the Committee on Janitors.

RULE 39. After the close of each scholastic year, the Bailiff shall take an inventory of all furniture and effects in the different schools, and report the same at the next session of the Board, together with an estimate of its value and a statement of its condition, its increase or loss as compared with the last year's inventory and estimate.

RULE 40. He shall attend to any other business or order of the Board which is not required to be attended to by any other officer thereof, except as herein otherwise provided. He shall keep a conveyance for the efficient performance of his duties.

RULE 41. He shall be present at the office of the Board every day from 11 o'clock A. M. to 1 o'clock P. M.

RULE 42. No act, contract, transaction or proceeding of said Bailiff, except his receipt for rent, shall bind the Board or injure or prejudice any rights, title or interest of, in or to any property held by the Board.

RULE 43. Said Bailiff shall give bond, payable to this Corporation, with such security as shall be approved by the Board, in the sum of ten thousand dollars, conditioned that he will deliver to and pay over to this Corporation and account for all money, books, papers, maps, evidences of debt, and other property and effects of this Board that may come into his possession or control, and that he will, in all things, faithfully discharge his duties as such Bailiff.

DUTIES AND COMPENSATION OF ARCHITECT.

RULE 44. It shall be the duty of the Architect to draft plans, specifications and contracts for all buildings and improvements ordered by the Board, and to furnish the Chairman of the Building Committee copies of such plans, specifications and contracts in each case. He shall superintend the construction of all buildings and improvements ordered by the Board, from their inception to their final completion. He shall turn over, at the termination of his office, the superintendence of all buildings and improvements then in process of erection or construction to his successor in office, and shall deliver all duplicate plans, specifications and contracts to the chairman of the Building Committee without delay. The Architect shall furthermore have general supervision of all school-houses, yards, and outhouses belonging to the Board, and shall attend to all repairs to the same, and report regularly to the Building Committee of the Board work necessary in his opinion to be done therein, and submit his accounts for all work which may be ordered by the Committee to be done, to said Committee upon the completion of said work. He shall have and keep an office in the Polytechnic Building, with regular office hours under the direction of the Building Committee, and give his entire time and attention to the affairs and business of the Board as specified in the rules of the Board, and be, in all respects, subject to the direction of the Building Committee in the performance of his said duties. It shall furthermore be the duty of the Architect to report to the Board at each regular meeting all expenditures on account of repairs incurred during the previous month.

RULE 45. For the faithful performance of his duties, as above

specified, he shall give bond, in the sum of ten thousand dollars, with securities approved by the Board.

RULE 46. He shall receive as compensation in full for all the said services required of him under the rules of the Board, the sum of three thousand dollars per annum, but he shall be allowed such assistance for local superintendence and draughtsmen in his office as may be deemed necessary by the Building Committee, and whose pay shall be determined by said Committee.

COMMITTEES AND THEIR DUTIES.

RULE 47. The President shall appoint, at the regular session in May, or as soon thereafter as may be, the following standing committees, of each of which he shall be a member *ex-officio*, viz.:

1. Auditing Committee, consisting of three members.
2. Teachers' Committee, consisting of six members.
3. Committee on Lands and Claims, consisting of six members.
4. Committee on Leases, consisting of six members.
5. Committee on Publication and Supplies, consisting of three members.
6. Committee on Course of Study, Text Books and Apparatus, consisting of six members.
7. Building Committee, consisting of six members.
8. Committee on Janitors, consisting of three members.
9. Committee on Ways and Means, consisting of three members.
10. Committee on Salaries, consisting of three members.
11. Library Committee, consisting of five members.
12. Committee on Rules and Regulations, consisting of three members.

RULE 48. The Teachers' Committee, Committee on Lands and Claims, Committee on Leases, Committee on Course of Study, Text Books and Apparatus, and Building Committee, shall consist of one member from each district, the districts to be composed as follows: The First and Second Wards shall constitute the First District; the Third and Fourth Wards, the Second; the Fifth and Sixth Wards, the Third; the Seventh and Eighth

Wards, the Fourth; the Ninth and Tenth Wards, the Fifth; the Eleventh and Twelfth Wards, the Sixth District. Four members of any one of said committees shall constitute a quorum for the transaction of business. The Library Committee shall consist of five members of the Board besides the President, and the same shall be *ex-officio* members of the Board of Managers of the Public School Library.

RULE 49. Every standing committee of the Board shall keep a record of its proceedings; and no report purporting to be the regular action of the committee shall be presented to the Board unless acted upon and signed by a majority of the committee.

AUDITING COMMITTEE.

RULE 50. It shall be the duty of the Auditing Committee to examine monthly, and oftener if required, every bill or claim presented to the Board for payment; to examine the Treasurer's and Secretary's books and accounts, and report thereon at the first regular sessions in January, April, July and October, and oftener if required; and no claim of any amount for money due from the Board is to be paid or settled until the same has been examined by them and submitted to the Board for its action thereon; and no officer connected with this Board shall pay any money (or sign any check, warrant or bond in lieu thereof) on any demand until it has been approved as above stated; but this section shall not extend to contracts expressly made by the Board, nor to salaries, nor to bills amounting to less than one hundred dollars ordered by the Building Committee for repairs, nor to bills of ten dollars and under, which are to be paid out of the contingent fund; but all bills paid on account of contracts, salaries, and from the contingent fund, shall be placed monthly before the Auditing Committee and examined by the same, and reported on at the next regular session of the Board. All certificates of committees on bills originating in contracts shall designate the contract under which they originate, and refer to the date of record on which the same was approved by the Board.

RULE 51.—1. All bills which are presented for auditing or payment to committees or officers of the Board, must be attached

to a printed blank, which shall contain on the inside the date of presentation, name of the party to whom payment is due, designation of merchandise or the kind of service rendered, the amount due, in numbers and words, the certificate of correctness of the proper authority, and a blank receipt, to be filled out and signed upon payment. The outside of each blank shall be appropriately headed as "St. Louis Public School Voucher," with the proper blank place marked for the year, the number of the voucher, the name of the receiver, the amount, and the signature of the Auditing Committee.

2. All the bills presented for auditing shall be countersigned by the proper committee or authority which gave the order for the same.

3. All bills audited shall be countersigned and marked with the current number by the Auditing Committee, commencing each year with No. 1.

4. Separate bills shall be rendered for the furniture, repairs, and current expenses for each school.

TEACHERS' COMMITTEE.

RULE 52. The Teachers' Committee shall have supervision of the examination of all applicants for situations as teachers, and keep a book of record of the same for the inspection of the Board.

RULE 53. They shall adopt such rules in regard to the examination of teachers as they may deem proper.

RULE 54. They shall, in connection with the Superintendent, make nominations to fill new situations whenever they occur, subject to the approval of the Board.

RULE 55. They shall have the power to transfer teachers, to suspend them, and to make temporary appointments in case of vacancies occurring; but such action shall be reported to the Board for its final decision.

RULE 56. They shall constitute the Standing Committee on the Normal School, and shall visit the same as often as practicable, note the methods of discipline and instruction and the progress of the students, and report, at the close of the second

and fourth quarters, the members recommended for graduation. They shall cause the withdrawal from the Normal School of all pupils who do not, after a reasonable trial, manifest such qualities as will render them successful teachers.

RULE 57. They shall visit the High School as often as practicable, examine into the discipline and mode of instruction of each teacher, note the progress made by the several classes, and report to the Board at the end of the year the name of the pupils recommended for graduation.

RULE 58. They shall, in connection with the Superintendent, take charge of the O'Fallon Polytechnic Institute and the Evening Schools, and recommend suitable teachers for the same. They shall visit said Institute and schools as often as practicable, and report to the Board from time to time the registration of pupils, the character of attendance, and such other information as may furnish the Board with a correct view of the condition and usefulness of the same.

RULE 59. They shall nominate to the Board, in June, two Assistant Superintendents, one of whom shall be a proficient in the German language.

COMMITTEE ON LANDS AND CLAIMS.

RULE 60. It shall be the duty of the Committee on Lands and Claims to consider and report on all claims to real estate in which the Board is interested, and such other matters pertaining to lands and claims as may be referred to said committee.

COMMITTEE ON LEASES.

RULE 61. The Committee on Leases shall have a general supervision over all the lands belonging to the Board, and all matters relating to the leasing of property shall be referred to them, and it shall be their duty to report thereon as soon as practicable.

RULE 62. It shall be the duty of the Committee every year, in the month of March, or oftener if found necessary, to place a minimum value upon all the unleased land which is in the actual possession of the Board, and to file a list thereof in the office of the Secretary.

COMMITTEE ON PUBLICATION AND SUPPLIES.

RULE 63. It shall be the duty of the Committee on Publication and Supplies to exercise a general supervision over the purchase, distribution and consumption of the supplies used in the schools.

RULE 64. It shall be their duty to advertise for proposals for furnishing the various supplies in the month of July of each year; and all contracts shall be reported to the Board for approval.

RULE 65. It shall be their duty to supervise the printing of all reports, forms, blanks, etc., required by the various departments of the schools under the Board, to secure bids for such work, and to make contracts for the same, under the sanction of the Board.

COMMITTEE ON COURSE OF STUDY, TEXT-BOOKS AND APPARATUS.

RULE 66. The Committee on Course of Study, Text-books and Apparatus shall have, in connection with the Superintendent, the general direction of the course of study, and the selection of the text-books and apparatus to be used in the Public Schools, subject always to the sanction of the Board. Any change proposed in the course of study, or any proposition for the introduction of a new text-book, shall be referred to this committee for consideration and report.

BUILDING COMMITTEE.

RULE 67. It shall be the duty of the Building Committee to take charge of all buildings, and whenever any new building is wanted, to suggest the best plan and mode therefor; to have charge of all buildings during their erection, and generally to study the most economical as well as the most commodious changes that may be necessary for the comfort and welfare of all the schools under their jurisdiction. The committee shall report, at the first session in the month of November, such plans for the erection and enlargement of schools as, in accordance with the report of the Superintendent, they may deem necessary in order to meet the increased demand for school room by the month of September of the next scholastic year.

RULE 68. They shall, in the months of July and December, and oftener if required, examine into the state of the buildings belonging to this Board, and report what fixtures, painting, repairs and alterations may be required, and furnish an estimate of the cost of the same; and no repairs, the cost of which exceeds one hundred dollars, shall be allowed without the sanction of said committee and the order of the Board.

COMMITTEE ON JANITORS.

RULE 69. It shall be the duty of the Committee on Janitors, in conjunction with the Bailiff, to make all necessary arrangements for the care of the school buildings and premises, and to appoint all Janitors and Engineers in the employ of the Board, or to dismiss the same when in their opinion the interest of the Board requires it. They shall have power and authority to regulate, alter and prescribe the duties of the several Janitors and Engineers in the employ of the Board.

RULE 70. It shall be the duty of this committee to inspect, as often as practicable, the several school-houses and note their condition in respect to cleanliness, ventilation, heating and general sanitary regulations, and to recommend to the Board from time to time such measures as they deem conducive to the welfare of the schools.

COMMITTEE OF WAYS AND MEANS.

RULE 71. It shall be the duty of the Committee of Ways and Means to report to the Board at the beginning of each fiscal year the receipts and expenditures of the past year, together with an itemed estimate of the probable receipts and expenditures of the current year.

RULE 72. They shall, in connection with the President, under the direction of the Board, make such loans as may be necessary to meet the current expenses or maturing obligations of the Board, and shall, from time to time, report on its financial condition.

RULE 73. They shall, from time to time, examine the books of the Board, and report such change of system in the keeping of the accounts and records as they may deem advisable.

COMMITTEE ON SALARIES.

RULE 74. It shall be the duty of the Committee on Salaries to consider and report upon all matters relating to salaries of officers and janitors which may be referred to them, and to act with the Teachers' Committee as a Joint Committee on the subject of the salaries of teachers.

LIBRARY COMMITTEE.

RULE 75. It shall be the duty of the Library Committee to represent the Board in the Board of Managers of the Public School Library, and to report their transactions and recommendations. They shall take into consideration all matters pertaining to the Library, and devise means for increasing the usefulness of the same in the schools and in the community at large, and report the same to the Board quarterly.

COMMITTEE ON RULES AND REGULATIONS.

RULE 76. It shall be the duty of the Committee on Rules and Regulations to consider and report on all matters pertaining to the change or alteration of the rules for the government of the Board or of the schools under their charge ; and all propositions made with a view to the amendment of the rules, or to the introduction of new regulations, shall be referred to this committee for report.

RULE 77. They shall from time to time, whenever the rules are to be published in the Annual Report, prepare such revisions and modifications of the rules and regulations as they find necessary for the proper codification of the same and submit them to the Board for action.

MISCELLANEOUS.

RULE 78. The nine members of the Board of Managers of the Public School Library, to be chosen annually by the Board of Public Schools, shall consist of the six members constituting the Library Committee, the Superintendent, the Principal of the High School, and the Principal of the Normal School.

RULE 79. The Principals of the Normal, High and Branch High School shall, in conjunction with the Superintendent and

Assistant Superintendents, constitute a Committee of Examiners and shall select from their number a Chairman and Secretary. It shall be the duty of this committee—1. To examine applicants for situations as teachers in the schools, and to keep a record of all such examinations, and to report the result of the same to the Teachers' Committee, in accordance with such regulations as said committee may prescribe, the reports of the Examining Committee to be signed by all the members composing the same. It shall furthermore be the duty of said Committee of Examiners, whenever required by the Board or any committee thereof to give their opinion on any educational questions, or matters appertaining to the course of study, which may be referred to them for their consideration; and they shall report their action in the premises to the Board or to the committee which requests their opinion. Such reports are to be signed by all the members constituting said Committee of Examiners.

RULE 80. All officers of the Board at the expiration of their term of service, or on being removed, shall respectively deliver over to their successors in office all books, papers, and money that may be in their hands belonging to this corporation.

RULE 81. The non-attendance of any member for two consecutive regular sessions, of which the usual notice has been served upon him, may be construed by the Board as a resignation of his seat, unless he is prevented from attending by sickness or absence from the city, or for a reason satisfactory to the Board; and a new election shall be ordered as in cases of resignation.

RULE 82. All resolutions and orders of the Board contrary to, or inconsistent with, any of the foregoing rules, are hereby repealed.

RULE 83. None of the foregoing Rules shall be repealed or altered unless two-thirds of all the Directors vote for the repeal or alteration; nor unless upon motion made in writing for that purpose at the previous meeting of the Board.

RULE 84—SECTION 1. No member of the Board of President and Directors of the St. Louis Public Schools, or any officer or employee of the Board shall be directly or indirectly interested in contracts for building or repairing school-houses, or in furnish-

ing supplies to the schools, or to the Board or its officers or employees; and any Director becoming so interested shall be immediately suspended by the President, who shall notify the Board of such fact, whereupon the Board shall convene as soon as practicable to hear and determine the same; and if, by a two-third vote of the Board, he be found so interested, his seat shall be declared vacant, and the President shall issue a proclamation for an election to fill the vacancy.

SEC. 2. Any employee of the Board who shall become interested in any contracts, etc., as mentioned in Section 1, shall be immediately dismissed from the service of the Board.

RULES AND REGULATIONS

FOR THE GOVERNMENT OF THE ST. LOUIS PUBLIC SCHOOLS.

Section 1.—Course of Study.

RULE 1. In the Schools under the control of the Board there shall be four courses of study :

1. The Normal School course.
2. The High School course.
3. The District School course.
4. The O'Fallon Polytechnic Institute.

RULE 2. The course of study for the Normal School shall cover a period of two years, and be divided into four classes, each occupying half a year, as at present arranged, subject to modification from time to time, as the Board shall direct.

It shall embrace the following studies, including the modes of teaching the same in each case: Arithmetic, Geography, English Grammar, Latin, Reading and Elocution, Composition, Vocal Music, Drawing and Penmanship, Human Anatomy and Physiology, Constitution of the United States, Algebra, History, Geometry, Mental Philosophy, Natural Philosophy, English Literature, Theory and Art of Teaching.

RULE 3. The High School course of study shall cover a period of four years, and shall constitute a general and classical course, as at present arranged, subject to such modifications as the Board shall direct.

It shall embrace the following studies: Algebra, English Analysis, Latin, Drawing, Geometry, Greek, Physiology, Ancient Geography, Astronomy, Universal History, English Literature, Constitution of the United States, Vocal Music, Rhetorical Exercises, Natural Philosophy, Chemistry, Bookkeeping,

Trigonometry, Botany, Zoology, History of Art, Astronomy, French, German, Analytical Geometry and Calculus, Mental and Moral Philosophy, arranged so as to form a general and classical course, as hereinafter provided. [See Rule 62.]

RULE 4. The District School course of study shall be divided into eight grades, each grade including an average year's work, as nearly as may be, and the whole to constitute a thorough course in the following branches: Reading, Spelling, Writing, Drawing, Vocal Music, Descriptive and Physical Geography, Mental and Written Arithmetic, English Grammar, History and Constitution of the United States, Composition, and outlines of Physics and Natural History. German shall be elective in such District Schools as are designated by the Board from time to time. But no Anglo-American pupil shall be allowed to commence the study of German above the lowest grade unless he is able to pass a satisfactory examination in the work of the previous grades, and no pupil shall be allowed to discontinue the study of German after having elected the same, except with the consent of the Superintendent. Pupils taking German in the eighth year may omit English Grammar.

RULE 5. The O'Fallon Polytechnic Institute shall include, first, an elementary course in the ordinary Branches—Reading, Writing, Industrial Drawing, Spelling, Arithmetic and Geography—conducted in such schools as the Board shall establish from year to year, for the benefit of such of the industrial population of the city as have no facilities for availing themselves of the day schools; secondly, a higher course, including the following studies: Line Drawing, Higher Arithmetic, Algebra, Geometry, Chemistry, Natural Philosophy, English Grammar, and such other branches of technological instruction as may be required by a sufficient number of pupils to form a class.

Section II.—Classes of Schools

RULE 6. The Normal School course shall be conducted in a separate school, established for the training of teachers for the St. Louis Public Schools.

RULE 7. The High School course shall be conducted in the High School and such Branch High Schools as the Board shall,

from time to time, establish, for the purpose of providing additional room and accommodating such pupils as reside in the extreme parts of the city. Said Branch High Schools shall relieve the High School of the whole or such portions of the lower class or classes as shall, from time to time, be rendered necessary by the growth of the department.

RULE 8. The District Schools shall be divided into six classes, as follows :

I. First-class schools to include all twelve room-schools, with the exception of the School of Observation.

II. Second-class schools to include the Benton, Jefferson and No. 3.

III. Third-class schools to include the Car, Charles, Chouteau, Eads, Gamble, Hamilton, Jackson, Pestalozzi, Shepard, and such other eight-room schools as the Board shall open from time to time.

IV. Fourth-class schools to include the Jefferson Branch, Penrose, and such other six-room schools as the Board shall establish.

V. Fifth-class schools to include the Compton, Des Peres, Dodier, Gravois, Maramec, No. 1, No. 2, No. 4, and other four-room schools wherever established.

Sixth-class schools to include those which have less than two hundred pupils.

VI. In the district schools twenty pupils shall constitute the minimum for the first or highest class in school, and likewise for the second class and the third, respectively below the first class ; and in case there should be in any school an interval greater than twenty weeks between the first or highest class, or between the second and the third class, it shall be the duty of the Superintendent to examine and transfer all properly qualified pupils above said interval to the most conveniently located schools having the proper quotas of pupils of the same grade, so as to leave said schools with classes of proper quota, and with intervals of not more than twenty weeks between them.

Section III.—Corps of Teachers to each School.

RULE 9. In the assignment of teachers there shall be an

average of at least one assistant for each twenty pupils in the Normal School, one assistant to each thirty in the High School, one assistant to each forty-eight pupils in the sixth, seventh, and eighth years, and one to each sixty pupils in the first, second, third, fourth, and fifth years of the District School course. In each case enumerated there shall be allowed an additional assistant in case of an additional number of pupils greater than one-half the proper quota defined in this rule.

RULE 10. The Organization of each first-class and second-class school shall be as follows :

One Principal,	}	Grammar Department.
One First Assistant,		
One Second Assistant,		
One Second Assistant,	}	Primary Department.
One First Assistant,		

A sufficient number of Third Assistants to make up the corps in accordance with the regulation as to the number of pupils to each teacher. Whenever the Principal of a first-class school is made supervisor over another school or his school contains sixteen or more rooms, a Head Assistant shall be added to his corps of teachers, and an additional Second Assistant shall be allowed whenever the school contains over fourteen rooms.

RULE 11. The organization of each third-class school shall be :

- One Principal.
- One First Assistant.
- One Second Assistant, Primary.
- And Third Assistants for the remainder of the corps.

RULE 12. Fourth-class schools shall have :

- One Principal.
- One Second Assistant.
- One Second Assistant, Primary.
- And Third Assistants for the remainder of the corps.

RULE 13. Fifth-class schools shall have :

- One Principal.
- One Second Assistant, Primary.
- Third Assistants for the remainder of the corps.

RULE 14. Sixth-class schools shall have :

One Principal.

And Third Assistants for the remainder of the corps.

Section IV.—Teachers (General Duties.)

TEACHERS.

RULE 15. The teachers elected at the close of the scholastic year shall hold their offices for one year, unless sooner removed by vote of the majority of the Board.

RULE 16. They are required to be at their respective rooms fifteen minutes before the time for opening each session, and any teacher failing to comply with this rule shall be reported by the Principal as tardy.

RULE 17. They shall open school punctually at the appointed time, devote themselves during school hours exclusively to the instruction of their pupils, maintain good order, and strictly adhere to the course of study and the use of the text-books prescribed by the Board.

RULE 18. It shall be their duty to practice such discipline in their school as would be exercised by a kind and judicious parent in his family, always firm and vigilant, but prudent. They shall endeavor on all proper occasions to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, love to God, love to man, sobriety, industry and frugality. But no teacher shall exercise any sectarian influence in the schools.

RULE 19. They shall see that the pupils under their charge distinctly understand and faithfully observe all the rules relating to pupils.

RULE 20. They shall not allow any agent or other person to exhibit in the schools any books or articles of apparatus, unless by consent of the Superintendent; nor any contribution for any purpose whatever to be taken up in any school; nor shall they receive presents of money or other valuables from the pupils under their tuition at their respective schools.

RULE 21. They shall attend carefully to the ventilation and temperature of their school-rooms.

RULE 22. Any teacher who may be absent from school on account of sickness or other necessity, must cause immediate notice of such absence to be given to the Superintendent.

RULE 23. The teachers may, for the purpose of observing the modes of discipline and instruction, take two days in each year to visit any of the Public Schools; but such visiting days shall not both be taken in the same quarter, nor till provision, satisfactory to the Superintendent, has been made for the proper care of the pupils under their immediate charge.

RULE 24. No teacher shall resign without giving two weeks' written notice to the President of the Board, in default of which all compensation for that length of time may be forfeited.

RULE 25. All the teachers in the employ of the Board shall meet on the second Saturday of each quarter of the scholastic year at 10 o'clock A. M., for the purpose of receiving communications from the Superintendent, and in order to promote the interest of the schools by the discussion of matters pertaining to the profession of teaching generally. The arrangement of the plan for conducting the exercises shall be provided for by the Teachers' Committee from time to time, and the chairman of the Teachers' Committee shall be *ex-officio* president of the Teachers' Association herein established. Besides this general association of teachers, special meetings of the whole corps, or of any portion thereof, may be called together by the Superintendent whenever deemed of importance to the interests of the schools.

RULE 26. The salary of teachers shall be deducted *pro rata* for absence, except in cases of sickness of teachers, when half-pay shall be allowed: *Provided, however*, That no deduction shall be made for two days' absence during the half quarter, caused by death in the family, and that said half-pay shall not extend for a longer period than five weeks. For the purposes contemplated in this rule, a teacher shall be considered by the Principal as absent whose attendance at school shall not continue for at least one half of the regular session.

CONCERNING DISCIPLINE.

RULE 27. All teachers are required to maintain strict order

and discipline in their schools and class-rooms at all times. Any neglect of this requirement will be considered good cause for dismissal. In maintaining order, teachers are hereby authorized to employ any proper means which may be necessary to secure a compliance with their commands to the pupils, and in the use of which they will receive the full countenance and support of the Board.'

RULE 28. All teachers will be held to a strict accountability as to the manner in which they shall use the authority herein delegated, and, upon complaint of severity of punishment, each case shall be adjudged upon its own merits, the teacher being subject to instant dismissal, if the Board decide it to be demanded by the circumstances.

RULE 29. Each teacher in the employ of the Board shall file with the Superintendent, at the close of each quarter of the scholastic year, a list of all cases of corporal punishment inflicted by said teacher during the quarter, giving *date*, *name of pupil*, and *cause of punishment*.

RULE 30. Those teachers who are most successful in controlling their pupils without the use of corporal punishment, other qualifications being sufficient, shall be awarded by the Board a higher degree of appreciation, and receive the preference over all others in promotions and appointments.

VOCAL MUSIC.

RULE 31. There shall be given two lessons in music per week in the Normal School, two to the High School, and one to each first-class District School. The Music Teachers and the Superintendent, on consultation with the Principals, shall arrange the time at which the music lessons shall be given at the different schools. During the time the school is under the instruction of the Music Teacher, the discipline of the school shall continue under the charge of the regular teachers, who shall be present while the instruction is given, and shall arrange the scholars, for that purpose, in such manner as the teacher of music may desire.

RULE 32. The teachers shall require their pupils to practice music at least fifteen minutes every day, and it is recommended

that the exercises of each day be opened and closed with appropriate singing.

SCHOOL MEMBERSHIP.

RULE 33. In all cases of absence of pupils from school, whether with intention of returning or not, and whether the absence be occasioned by sickness or other causes, including even the suspension of the pupil, and excepting only the case of transfer to some other school in the city, the pupil's name shall be kept on the roll as "belonging," for three days, and dropped uniformly on the beginning of the fourth day, in case he does not return.

RULE 34. For the purpose contemplated in the foregoing rule, any pupil shall be considered as absent whose attendance at school shall not continue for at least one-half of the regular school session of the half day.

Section V.—Principals (Special Duties.)

PRINCIPAL TEACHERS.

RULE 35. The Principal Teachers shall keep a Register, in which they shall record the name, age, birthplace, residence and date of admission of each pupil for the first time entered in the Public Schools, and also the name and occupation of the parent or guardian.

RULE 36. They shall also make a daily record of the pupils admitted, present, absent or tardy, and at the close of each quarter and the close of the year furnish the Superintendent with the required reports, according to prescribed forms. They shall further make out and certify to the semi-quarterly pay-rolls of the teachers of their respective schools.

RULE 37. The Principal shall have a general supervision of the grounds, buildings and appurtenances of the school, and shall be held responsible for any want of neatness or cleanliness on the premises; whenever any repairs are needed, he shall give notice thereof to the Superintendent.

RULE 38. The Principals shall be at their respective schools thirty minutes before the time of opening each morning session.

They shall assemble at the office of the Superintendent for the purpose of consultation on the Wednesday preceding the second Saturday of each month of the scholastic year, at half-past four o'clock P. M.

RULE 39. The Principal shall, within one week after the commencement of each quarter, furnish the Superintendent with a programme of the daily exercises of the different rooms of his school.

RULE 40. Each Principal shall examine the classes of the Assistants as often as practicable, without neglecting the pupils under his immediate charge.

RULE 41. The Principals shall be permitted, without interference on the part of any member of the Board or the Superintendent, to arrange the details for the internal government of their schools according to their own method, provided such method is not inconsistent with the general regulations of the schools; such Principals, of course, being liable to be judged as to their qualifications by the results they may produce.

RULE 42. The Principals shall cause arrangements to be made, in their respective schools, to open at least one room therein as early as eight o'clock A.M., for the reception of pupils arriving at an unseasonable hour; arrangements shall be made by said Principals to have said room or rooms under such proper supervision as may be approved by the Superintendent. In no case shall the children be excluded from the building during the intermission at noon.

Section VI.—Local Supervision.

RULE 43. The Principal of the High School shall have under his immediate charge the pupils of the High School, and all promotions from class to class in the High School course shall be under his direction. Examinations for promotion from class to class shall be conducted in writing, and the questions therefor shall be prepared by the Superintendent and the Principal of the High School. The percentages shall be made out by the corps of teachers of the class to which said promotion is to be made, and the results transmitted to the Teachers' Committee for their

action. The per cents of applicants for admission to the Junior Class of the High School course shall be made out by the corps of teachers of that class, and the results transmitted to the Teachers' Committee, as in the previous case.

RULE 44. Such Principals of the first-class schools as are designated by the Board, from time to time, shall rank as Supervising Principals, and shall exercise supervisory control over such schools as are placed under their charge.

I. They shall visit said schools at least once per week, confer with the Principals thereof, and report to the Superintendent in accordance with prescribed forms,

(a) Their general condition.

(b) The efficiency of teachers in discipline and instruction.

(c) What classes they examined, and their condition.

(d) What classes they approved for promotion from grade to grade, or from one book to another.

(e) Any irregularity in the observance of the Rules of the Board which they found.

(f) Date and amount of time consumed in each visit.

II. It shall be their duty to meet the Superintendent weekly, if required, to consult measures for the improvement of the schools.

III. They shall receive and forward to the Superintendent the reports of the schools under their respective supervision, together with a consolidated report of the same.

IV. They shall conduct not less than two nor more than four of the daily recitations of the classes under their immediate charge.

V. They shall report to the Teachers' Committee, whenever required, the standing and general efficiency of each teacher under their supervision, as regards discipline and instruction.

Districts Supervised.

RULE 45. The Principals of the following first-class schools shall rank as Supervisory Principals, and their supervision shall extend over the schools herein named, as follows:

Principal of the Ames over the Dodier and No. 5.

Principal of the Webster over the No. 2 and Jackson.

Principal of the O'Fallon over the Carr.

Principal of the Everett over the Jefferson, Jefferson Branch, and No. 3.

Principal of the Carr Lane over the Hamilton.

Principal of the Stoddard over the Penrose.

Principal of the Lincoln over the Chouteau and Compton.

• Principal of the Clinton over the Charles and No. 4.

Principal of the Laclede over the Gamble.

Principal of the Eliot over the Eads.

Principal of the Madison over the Clark and No. 1

Principal of the Carroll over the Pestalozzi.

Principal of the Lafayette over the Gravois.

Principal of the Lyon over the Shepard and Maramec.

Principal of the Blow over the Des Peres and No. 6.

Section VII.—Pupils.

ADMISSION, ATTENDANCE, STUDIES, ETC.

RULE 46. No child shall be for the first time received into the Public Schools unless accompanied by the parent or guardian, who shall give satisfactory evidence that said child is six years of age and has been vaccinated; but no child under seven years of age shall be admitted unless vacancies exist after the older children have been accommodated.

RULE 47. Every pupil shall be required to attend the school established in the district in which such pupil resides: *Provided*, that, whenever such school is full, the pupil may be admitted elsewhere, or, for good cause shown, the Superintendent be empowered to make a transfer of pupils.

RULE 48. No one having been a pupil in one school shall be admitted into another during the same scholastic year, without presenting to the Principal a certificate of honorable discharge from the former school, or a permit from the Superintendent.

RULE 49. No pupil shall be allowed to depart from school before the usual time, unless for sickness or on account of some other pressing emergency, of which the teacher shall be the judge.

RULE 50. Children applying for admission into the Public Schools are required to furnish all the necessary text-books and stationery used in their classes, in default of which they shall not be received, unless satisfactory evidence is furnished to the Principal or Superintendent of inability to procure said books, in which case the books shall be supplied by the Board.

RULE 51. Sickness of the pupil, or in the family, or some urgent necessity, shall be regarded as the only legitimate excuse for absence.

RULE 52. No Anglo-American pupil shall be allowed to take up the study of German in any grade above the lowest unless he shall have completed the course of study laid down for German in the previous grades.

RULE 53. No pupil shall be allowed to be absent from school during the regular sessions, to take music, drawing, dancing, or other lessons.

DEPORTMENT OF PUPILS.

RULE 54. The pupils, must, on all occasions, be obedient to their teachers, and polite in their intercourse with each other. They must be diligent in study, prompt in recitation, and observe propriety of deportment during the recesses and in coming to and going from school.

SUSPENSION OF PUPILS.

RULE 55. Cleanliness in person and clothing is required of every pupil, and repeated neglect or refusal to comply with this rule, shall be sufficient cause for suspension from school.

RULE 56. Any pupil who shall destroy or injure any property of the Public Schools, shall be required to pay the amount lost thereby, and, on failure to do so, such pupil may be suspended from school.

RULE 57. Any pupil who shall be absent four half days in one month, or who is repeatedly tardy, without giving an excuse satisfactory to the teacher, may be suspended from school by the Principal, written notice of which shall be immediately given to the parent or guardian and to the Superintendent.

RULE 58. No pupil shall be allowed to be absent more than

one day to attend any picnic party ; and such absence shall be allowed *only* when previous request for the same has been made to the teacher by the parent or guardian of the pupil. Any violation of this regulation shall be deemed sufficient cause for suspension.

RULE 59. Any pupil guilty of disobedience to a teacher, or of gross misconduct, may be suspended by the Principal, written notice of which, stating the cause, shall be immediately given to the parent or guardian and to the Superintendent.

RULE 60. Any pupil suspended from school by virtue of any one of the above rules, can be restored only on such conditions as the Superintendent or Board of Directors shall determine.

Section VIII.—High School.

RULE 61. The regular examination of applicants for admission to the High School shall be commenced on the Thursday next preceding the close of each quarter, and continue from day to day till completed. In this examination the applicants shall be required to write answers to printed questions, prepared for the purpose, and approved by the Teachers' Committee. After the scholars have assembled, and before the examination is commenced, each applicant shall receive a card containing a *number*, by which alone he shall be known throughout the examination. He shall write upon a slip of paper this number, his whole name, his age, and the name of the school from which he came; which papers shall be preserved for the purpose of identifying the scholars after the examination has been concluded, and the successful candidates admitted to the High School. During the examination each individual shall sign his *number*, and not his name, to his exercise. When the writing is finished, the Examining Committee shall carefully examine all the answers, determine the *per cent.* of correctness in each study, compute the average of the several studies, and record the whole in a tabular form. From this tabular statement the Teachers' Committee shall designate the *numbers* which entitle the holders thereof to admission to the High School.

RULE 62. The studies of the High School shall constitute a

General and a *Classical* course. The *Classical* course shall occupy four years, and shall include the studies required for admission to the best American colleges; and may be continued, by longer attendance, through all the studies requisite for a good classical education. The *General* course shall occupy four years and shall embrace the mathematics and drawing necessary for an accomplished engineer; the Latin language, so far as is possible and desirable for general culture, for more thorough acquaintance with general grammar, and with our own language, and to facilitate the acquisition of modern languages; the reading and speaking of German and French; and such studies in science and literature as shall best fit pupils for different departments of business, and make them generally intelligent.

1. The studies of the Junior Class of the High School shall be as follows: (1) Latin, (2) Algebra, (3) Rhetoric and (4) Drawing for all the pupils, and (5) German for such pupils as elect it and pass a successful examination on the complete course of study prescribed in the District Schools for the German-American classes. All pupils not taking German under this regulation to take Grammatical Analysis.

2. The studies of the Second Class in the High School course shall be as follows: (1) Latin, (2) Geometry, (3) Rhetoricals, and (4) Natural Philosophy for all pupils, and (5) German for such pupils as, having commenced it the previous year, elect to continue it; for the rest either Greek or the History of Art, as they may elect individually. In addition to these branches Drawing may be pursued as an optional branch, provided a class of not less than twenty pupils can be formed in it, and provided that the pupils who choose this extra branch do not fall below seventy (70) per cent. in any of their other studies.

3. The studies of the Third Class in the High School course shall be as follows: (1) Universal History and (2) Rhetoricals for all pupils; and (3) either Latin or French or German, elective; and (4) Greek or Trigonometry or Natural Sciences, (including Chemistry, Physiology and Botany) elective. In addition to these branches, Book-keeping and Drawing to be

optional under the same conditions as regards member of class and rank in scholarship as before mentioned. Those who take German in this class to be only those pupils who did not belong to the German division of the Junior or Second classes.

4. The studies of the Senior Class shall be as follows: (1) English Literature, (2) Shakspeare, (3) Constitution of the United States and (4) Rhetoricals for all pupils; and (5) either Latin, German or French, or Latin and German, or Latin and French, elective; and (6) Mental and Moral Philosophy, or Review Mathematics, elective, with the following studies in addition, as optional: Analytical Geometry and Astronomy, Greek, Natural Sciences, (including Geology, Zoology and Chemistry) and Drawing; ten pupils or more required to form a class except in Greek.

RULE 63. Where studies are given as elective, it is meant that the pupil, with the approval of the Principal, may choose which he will pursue. The pupil is not required to take any one of the studies given as optional, but is permitted to do so, with the approval of the principal. No change in studies shall be afterwards admissible, unless it shall be regarded by the Principal as expedient or necessary.

RULE 64. No pupil shall be admitted to the High School who is not twelve years of age, and who has not passed a satisfactory examination in reading, spelling, penmanship, physical geography, grammar, history of the United States and arithmetic. Applicants for the High School, after having passed an examination in the branches herein prescribed, may elect German in place of grammatical analysis, if they pass examination on the German course of study required for the German Americans in the District Schools in lieu of English grammar, but all others shall be required to take the study of grammatical analysis for Junior year.

RULE 65. Every candidate for the High School, coming from any of the Grammar Schools, must present to the Examining Committee the following certificate, properly filled out and signed:

CERTIFICATE OF QUALIFICATION FOR ADMISSION TO THE HIGH SCHOOL.

_____ School, _____ 18—.

The bearer, _____ is _____ years of age, has been a member of this school _____ years, and is, in my opinion, well qualified, as required by rule, both in deportment and scholarship, for admission to the High School.

_____, Principal.

RULE 66. All pupils admitted shall be on probation the first term, and if, at the end of that time, they do not hold a fair position in their classes, they shall be withdrawn from school.

RULE 67. No pupil shall be advanced from a lower to a higher class who has not undergone a satisfactory examination in all the branches of the lower class.

RULE 68. A pupil, having been absent twice within one month, without presenting sufficient excuse, may, on the morning of the third absence, be discharged, and shall be re-admitted only by a permit from the Superintendent.

Section IX.—Normal School.

RULE 69. This school is intended for the training of persons who desire to become teachers in the St. Louis Public Schools.

RULE 70. All qualified females, of the age of seventeen years and upwards, may be admitted to the Normal School on subscribing the following declaration :

I, the subscriber, hereby declare that it is my intention to devote myself to the business of teaching in the Public Schools of St. Louis, for at least two years; that my object in resorting to this Normal School is the better to prepare myself for this important work. And I furthermore declare that I intend to continue in the Normal School during the time required for my graduation, unless honorably discharged by the Committee.

RULE 71. The qualifications required shall be good moral character, physical competency, and ability to pass a satisfactory examination in reading, writing, spelling, arithmetic, geography, English grammar, and history of the United States.

RULE 72. Candidates for admission shall present themselves at the school on the first day of the first or third quarter of the scholastic year, for examination and classification. The Principal

shall conduct the examination under the direction of the Teachers Committee, by whose authority the successful candidates shall be admitted. Pupils from the St. Louis High School shall not be required to pass the examination for admission to the Normal School, but may be admitted upon the following conditions, provided their record in scholarship and deportment has been satisfactory in the High Schools : (1) Graduates of the High School may be admitted into the Senior Class of the Normal School ; (2) Pupils of the High School who have completed the studies of the Third Class may be admitted to the Middle Class of the Normal School ; (3) Pupils who have completed the studies of the Second Class of the High School may be admitted into the Junior Class of the Normal School ; (4) Pupils who have completed not less than two quarters' work of the Junior Class of the High School may be admitted into the Fourth Class of the Normal School. These special conditions of admission shall apply to the pupils of the High School only in case said pupils are sixteen years of age and upwards if admitted to the Fourth Class of the Normal School, and of corresponding advance in age if admitted to the higher classes.

RULE 73. The Principal of the Normal School shall have under his supervision the Benton School, which shall be a school of observation for pupils of the Normal School. It shall be his duty to visit this school as often as possible. He shall examine the pupils thereof quarterly or oftener. He shall receive and forward to the Superintendent the report of the same. He shall from time to time suggest to the Superintendent such arrangements in regard to the programme and the management of said school as he deems promotive of the interest of the same as a district school and a school of observation. He shall cause the pupils of the Senior Class of the Normal School to visit the school of observation at least once a week, and the pupils of the Middle Class at least once every half quarter, under his own supervision or under the control of such teachers of the Normal School as he shall delegate for this duty, for the purpose of giving to said pupils an opportunity of becoming acquainted with the practical working of a district school, to see the appli-

cation of the principles of instruction, and to gain a more thorough knowledge of the duties of their future profession.

Section X.—Miscellaneous

TERMS AND SCHOOL SESSIONS.

RULE 74. The scholastic year shall commence the first Monday in September, and continue forty consecutive weeks, exclusive of the Christmas holidays, and be divided into four terms of ten weeks each.

RULE 75. There shall be two daily sessions in all the schools, except the High and Normal. The first session shall commence at 9 o'clock A. M., and close at 12 M.; and the second shall commence at 1½ o'clock P. M., and close at a quarter before 4 o'clock P. M., throughout the year.

RULE 76. During each morning session there shall be a recess of fifteen minutes, to be arranged as the Principal may think most judicious. In the afternoon there shall be no recess, except one of ten minutes for the primary children, who shall be carefully supervised by their teachers during said recess, and prevented from causing disturbance to the higher departments.

RULE 77. In the High and Normal Schools there shall be but one daily session, commencing at 9 o'clock A. M., and closing at 2½ o'clock P. M., throughout the year. But from April 1st the session may commence at 8½ o'clock A. M., and close at 2 P. M., if so directed by the Teachers' Committee.

RULE 78. The schools shall have a vacation from the close of the scholastic year till the first Monday in September; they shall also be closed from the 25th day of December to the 1st of January, inclusive; on all Thanksgiving or Fast days authorized by the State or General Government, and on all Saturdays throughout the year; but on no other day, unless by special permission of the Board.

EXAMINATIONS.

RULE 79. A public examination of all the schools shall take place on the Friday of the last week in the scholastic year;

besides which, all the classes in the High and Normal Schools shall be examined in each branch of study when it is completed, and a written examination shall be held in the higher grade of the District Schools at the close of the second quarter of each scholastic year.

RULE 80. All regulations of the Board, heretofore adopted, inconsistent with these Rules, are hereby rescinded.

ANNUAL REPORT OF SECRETARY.

FOR 1873-74.

*Office of the Board of St. Louis Public Schools, }
St. Louis, August 1, 1874. }*

*To the Honorable the Board of President and Directors
of the St. Louis Public Schools :*

GENTLEMEN—The Annual Reports of the Secretary for the fiscal year ending July 31, 1874, are herewith submitted.

1. SINKING FUND BILLS RECEIVABLE, on hand July 31, 1874.
2. SINKING FUND BONDS, on hand July 31, 1874.
3. RECEIPTS AND EXPENDITURES during the year, from August 1, 1873, to July 31, 1874, both days inclusive
4. BALANCE SHEET for the year ending July 31, 1874.
5. SCHOOL EXPENSES PROPER for the year ending July 31, 1874.
6. REAL ESTATE AND IMPROVEMENTS for school purposes belonging to the Board, July 31, 1874.
7. LIST OF UNLEASED LANDS belonging to the Board, July 31, 1874, for revenue purposes.
8. LIST OF LEASED LANDS belonging to the Board, July 31, 1874, for revenue purposes.

MILTON H. WASH,
Secretary.

Sinking Fund—Bills Receivable on hand July 31, 1874.

Date of Note.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	Amount.
1869, May, 21,	W. D. Spore.....	2 years	Sale of 10th Section.....	\$378 75
1869, " 21,	do.....	3 "	" "	378 75
1870, Mar. 16,	Wm. C. Taylor.....	7 "	Sale of Real Estate.....	25,000 00
1870, " 16,	do.....	36 months	Interest.....	1,000 00
1870, " 16,	do.....	42 "	" "	1,000 00
1870, " 16,	do.....	48 "	" "	1,000 00
1870, " 16,	do.....	54 "	" "	1,000 00
1870, " 16,	do.....	60 "	" "	1,000 00
1870, " 16,	do.....	66 "	" "	1,000 00
1870, " 16,	do.....	72 "	" "	1,000 00
1870, " 16,	do.....	78 "	" "	1,000 00
1870, " 16,	do.....	84 "	" "	1,000 00
1872, Feb. 6,	Henry Nolte.....	3 years	Sale of part of Survey 303.....	145 83
1872, " 6,	do.....	4 "	" "	145 83
1872, " 6,	do.....	5 "	" "	145 83
1872, Mar. 1,	Wm. C. Bold.....	3 "	Lot 29 & 30, blk. 200.....	335 48
1872, " 1,	do.....	3 "	" "	308 93
1872, " 1,	do.....	4 "	" "	292 40
1872, " 1,	do.....	5 "	" "	98 33
1872, " 1,	Andrew Ryan.....	3 "	W $\frac{1}{2}$ 48, Walnut Hill add.....	98 33
1872, " 1,	do.....	4 "	" "	88 35
1872, " 1,	do.....	5 "	" "	165 56
1872, " 1,	Daniel O'Connor.....	1 "	E $\frac{1}{2}$ 1.....	157 93
1872, " 1,	do.....	2 "	" "	150 29
1872, " 1,	do.....	3 "	" "	142 64
1872, " 1,	do.....	4 "	" "	135 01
1872, " 1,	do.....	5 "	" "	285 00
1872, " 1,	John Zukowsky.....	3 "	Lots 24 & 25, Blk. 300.....	280 00
1872, " 1,	do.....	4 "	" "	265 00
1872, " 1,	O. F. Scudder.....	5 "	" "	169 00
1872, " 1,	do.....	6 "	18 ft. part Blk. 632.....	98 33
1872, " 1,	Robert Green.....	3 "	E $\frac{1}{2}$ lot 38, Walnut Hill add.....	93 33
1872, " 1,	do.....	4 "	" "	88 33
1872, " 1,	do.....	5 "	" "	103 33
1872, " 1,	Wm. McCormack.....	2 "	W $\frac{1}{2}$ " "	98 33
1872, " 1,	do.....	3 "	" "	98 33
1872, " 1,	do.....	4 "	" "	98 33
1872, " 1,	do.....	5 "	" "	88 35

	1872.	Mar.	1.	Lawrence Connelly.....	3 years	E ½ lot 39, Walnut Hill add.....	96 33
	1872.	"	1.	do.	4 "	"	96 33
	1872.	"	1.	do.	5 "	"	98 35
	1872.	"	19.	Swan Asp.....	5 "	Lot 46,	98 33
	1872.	"	19.	John Helwig.....	4 "	Lot 3, Blk. 47....	238 00
	1872.	"	19.	do.	4 "	"	232 25
	1872.	Apr. 13.	19.	Mary E. Bely.....	3 "	Lot E and part D, Blk. 587.	538 37
	1872.	"	13.	do.	4 "	"	511 00
	1872.	"	13.	do.	4 "	"	483 83
	1872.	Mar. 14.	14.	M. Birkenmeyer.....	3 "	Lot 816 & 17, Blk. 584.....	442 00
	1872.	"	14.	do.	4 "	"	490 00
	1872.	"	14.	do.	5 "	"	397 00
	1872.	May 14.	14.	Frank Intelman.....	4 "	E ½ lot 44, Walnut Hill add.....	98 33
	1872.	"	14.	do.	5 "	"	413 33
	1872.	Aug. 29.	29.	A. C. Erfort.....	2 "	Concordia School lot.....	398 33
	1872.	"	29.	do.	3 "	"	372 33
	1872.	"	29.	do.	4 "	"	383 34
	1872.	"	29.	do.	5 "	"	383 34
	1872.	Sep. 28.	28.	Alex. Kilpatrick.....	2 "	Part 24 & 25, Blk. 650.....	279 00
	1872.	"	28.	do.	3 "	"	265 00
	1872.	"	28.	do.	4 "	"	252 00
	1872.	"	28.	do.	5 "	"	238 50
	1872.	"	28.	Alex. Taylor.....	2 "	"	139 50
	1872.	"	28.	do.	3 "	"	133 75
	1872.	"	28.	do.	4 "	"	124 00
	1872.	"	28.	do.	5 "	"	113 25
	1872.	Jan. 23.	23.	Ignatz Greiser.....	2 "	Lot 11, Blk. 209.....	516 86
	1872.	"	23.	do.	3 "	"	491 94
	1872.	"	23.	do.	4 "	"	469 86
	1872.	"	23.	do.	5 "	"	441 86
	1872.	"	31.	Iseac Rusak.....	1 "	10 ft. 8 in., Blk. 70 W.....	400 00
	1872.	"	31.	do.	2 "	"	1,080 00
	1872.	Jan. 14.	14.	Richard Garelang.....	24 months	Lots, 11, 12 & 13, Blk. 47.....	800 73
	1872.	"	14.	do.	20 "	"	129 15
	1872.	"	14.	do.	42 "	"	103 32
	1872.	"	14.	do.	48 "	"	749 06
	1872.	"	14.	do.	54 "	"	77 49
	1872.	"	14.	do.	60 "	"	733 23
	1872.	"	14.	do.	66 "	"	51 86
	1872.	"	28.	do.	72 "	"	697 40
	1872.	"	28.	do.	78 "	"	30 83
	1872.	"	28.	do.	84 "	"	671 57
	1872.	Feb. 11.	11.	Patriek Doyle.....	1 year	W ¼ 24, Walnut Hill add.....	135 41
	1872.	"	11.	do.	2 "	"	124 16
	1872.	"	11.	do.	3 "	"	122 91

Sinking Fund—Bills Receivable on hand July 31, 1874. (Continued).

Date of Note.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	Amount.
1873, Feb. 11.	Patrick Doyle.....	4 years	W $\frac{1}{4}$ 24, Walnut Hill add	\$116 66
1873, " 11.	do.	5 "	do.	110 41
1873, Mar. 1.	John B. Mater.....	1 "	Lot 17, Blk. 803	540 36
1873, " 1.	do.	1 "	do.	473 55
1873, Nov. 14.	St. L. & I. M. R. Co.	2 "	Blk. 854 & pt. 805.....	6,400 00
1873, " 14.	do.	3 "	do.	6,410 00
1873, " 14.	do.	3 "	do.	6,400 00
1873, " 14.	do.	4 "	do.	6,400 00
1873, " 14.	do.	5 "	do.	6,400 00
1873, " 14.	do.	5 "	do.	6,400 00
1873, " 14.	do.	6 "	do.	6,400 00
1873, " 14.	do.	7 "	do.	6,400 00
1873, " 14.	do.	8 "	do.	6,400 00
1873, " 14.	do.	9 "	do.	6,400 00
1873, " 14.	do.	10 "	do.	6,400 00
1873, " 14.	do.	10 "	do.	6,400 00
1873, Mar. 8.	John Helwig.....	2 "	Lot 2, Blk. 47.....	80,000 00
1873, " 8.	do.	2 "	do.	268 33
1873, " 8.	do.	3 "	do.	245 83
1873, " 8.	do.	4 "	do.	283 33
1873, Feb. 11.	Ferd. Schuddig	5 "	do.	280 00
1873, " 11.	do.	5 "	Lot 5, Blk. 202.....	516 66
1873, " 11.	do.	5 "	do.	491 66
1873, " 11.	do.	5 "	do.	466 66
1873, " 11.	do.	5 "	do.	441 70
1873, Mar. 11.	Roger N. Hart.....	1 "	Lot 7, Doll's sub.	76 83
1873, " 11.	do.	1 "	do.	79 33
1873, " 11.	Henry Hutchinson.....	2 "	E $\frac{1}{4}$ Walnut Hill add	103 33
1873, " 11.	do.	2 "	do.	98 33
1873, " 11.	do.	2 "	do.	83 33
1873, " 11.	do.	2 "	do.	88 35
1873, May 13.	Margaret Bergin	3 "	Lot 11, Doll's sub.	103 33
1873, " 13.	do.	3 "	do.	98 33
1873, " 13.	do.	3 "	do.	83 33
1873, " 13.	do.	3 "	do.	88 35
1873, July 8.	Henry Stuckede.....	2 "	Lots 11 & 12, Blk. 200.....	568 33
1873, " 8.	do.	2 "	do.	540 83
1873, " 8.	do.	2 "	do.	513 33
1873, " 8.	do.	2 "	do.	485 85
1873, Aug. 12.	John Behan.....	4 "	Lot 12, Survey 3,003.....	140 00
1873, " 12.	do.	4 "	do.	132 50

1873, Aug. 26,	James Sannett.....	2 years	Lot 10, Blk. 200.....	\$268 33
1873, " 26,	do.	3 "	" "	245 88
1873, " 26,	do.	4 "	" "	231 33
1873, " 26,	do.	5 "	" "	220 83
1873, Mar. 11,	B. Corcoran	1 "	Lot 2, Doll's sub.....	63 33
1873, " 11,	do.	2 "	" "	115 78
1873, " 11,	do.	3 "	" "	110 13
1873, " 11,	do.	4 "	" "	104 53
1873, " 11,	do.	5 "	" "	98 95
1873, Nov. 11,	Pat. Manion.....	1 "	E ½ lot 40, Walnut Hill add.....	108 33
1873, " 11,	do.	2 "	" "	103 33
1873, " 11,	do.	3 "	" "	98 33
1873, " 11,	do.	4 "	" "	93 33
1873, " 11,	do.	5 "	" "	88 35
1873, Aug. 12,	Roger N. Harty.....	1 "	N ½ lot 7, Doll's sub.....	75 33
1873, " 12,	do.	2 "	" "	72 33
1873, " 12,	do.	3 "	" "	68 33
1873, " 12,	do.	4 "	" "	65 33
1873, " 12,	do.	5 "	" "	61 35
1873, Dec. 9,	Richard Garstang.....	1 "	Lots 9 & 10, Blk. 47.....	627 91
1873, " 9,	do.	2 "	" "	594 16
1873, " 9,	do.	3 "	" "	585 41
1873, " 9,	do.	4 "	" "	536 66
1873, " 9,	do.	5 "	" "	507 91
1873, Nov. 11,	John Loyd.....	1 "	Lot 3, Survey 2,003.....	162 50
1873, " 11,	do.	2 "	" "	145 00
1873, " 11,	do.	3 "	" "	147 50
1873, " 11,	do.	4 "	" "	140 00
1873, " 11,	do.	5 "	" "	132 59
1873, Dec. 9,	John Zukowsky.....	1 "	Lots 7 & 8, Blk. 200.....	541 66
1873, " 9,	do.	2 "	" "	516 66
1873, " 9,	do.	3 "	" "	491 66
1873, " 9,	do.	4 "	" "	466 66
1873, " 9,	do.	5 "	" "	441 66
1873, " 9,	George Glessner.....	1 "	Lot 25, Blk. 884.....	243 75
1873, " 9,	do.	2 "	" "	232 50
1873, " 9,	do.	3 "	" "	221 25
1873, " 9,	do.	4 "	" "	210 00
1873, " 9,	do.	5 "	" "	198 75
1873, Jan. 13,	Philip Firmback.....	1 "	Lot 13, Blk. 892.....	325 00
1874, " 13,	do.	2 "	" "	310 00
1874, " 13,	do.	3 "	" "	293 00
1874, " 13,	do.	4 "	" "	280 00
1874, " 13,	do.	5 "	" "	265 00
1873, Nov. 11,	John T. Rhode.....	1 "	Lot 8, Doll's sub.....	108 33

Sinking Fund—Bills Receivable on hand July 31, 1874. (Concluded).

Date of Note.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	Amount.
1874, Nov. 11.	John T. Rhode.....	2 "	Lot 8, Doll's sub.....	103 33
1873, " 11.	do.	3 "	" "	88 33
1873, " 11.	do.	4 "	" "	88 33
1873, " 11.	do.	5 "	" "	88 35
1874, Mar. 10.	David L. Anderson.....	1 "	Lots 13 & 14, Blk. 884.....	348 83
1874, " 10.	do.	2 "	" "	333 73
1874, " 10.	do.	3 "	" "	316 63
1874, " 10.	do.	4 "	" "	300, 03
1874, " 10.	do.	5 "	" "	284 45
1874, May 10.	A. M. & C. Rowe.....	3 "	Lot 14, Blk. 892.....	243 83
1874, " 10.	do.	4 "	" "	233 33
1874, " 10.	do.	5 "	" "	270 85
Total.....				\$212,646 38

SINKING FUND.

Bonds on Hand, July 31, 1874.

No. of Bond.	KIND OF BOND.	DATE OF BOND.	WHEN Purchased.	AM'T PAID	WHEN DUE.	AMOUNT OF BOND.
137	Missouri State, 6 per cent.	July 1, 1873	Mar. 24, 1874	92	July 1, 1893	\$1,000 00
138	do.	do.	do.	92	do.	1,000 00
139	do.	do.	do.	92	do.	1,000 00
140	do.	do.	do.	92	do.	1,000 00
141	do.	do.	do.	92	do.	1,000 00
142	do.	do.	do.	92	do.	1,000 00
66	do.	June 9, 1874	June 23, 1874	93 1/2	June 9, 1894	1,000 00
67	do.	do.	do.	93 1/2	do.	1,000 00
68	do.	do.	do.	93 1/2	do.	1,000 00
69	do.	do.	do.	93 1/2	do.	1,000 00
70	do.	do.	do.	93 1/2	do.	1,000 00
71	do.	do.	do.	93 1/2	do.	1,000 00
72	do.	do.	do.	93 1/2	do.	1,000 00
73	do.	do.	do.	93 1/2	do.	1,000 00
Total.....						\$14,000 00

Receipts and Expenditures of the St. Louis Public Schools for the year ending July 31, 1874.

RECEIPTS.		EXPENDITURES.	
Balance in the Treasury, August 1, 1873.....	\$ 12,214 98	For interest on short loans.....	\$ 9,359 13
From rent collected by Bailiff.....	50,208 29	For bills payable.....	424,942 88
From bills payable (notes of the Board dis- counted).....	467,170 00	For rent of school houses.....	1,937 34
From bills receivable.....	14,982 65	For fuel.....	19,243 19
From interest.....	46 40	For gas.....	5,529 73
From special taxes refunded.....	50 00	For furniture.....	8,790 69
From real estate sold.....	5,786 71	For expenses.....	29,738 74
From four-mill tax.....	623,230 13	For supplies.....	17,080 82
From general taxes refunded.....	197 80	For repairs.....	60,729 78
From gas bills refunded.....	20 00	For real estate and school houses.....	88,831 17
From old furniture sold.....	1,005 80	For salaries—Janitors.....	45,070 95
From State school fund.....	74,045 07	Officers.....	22,181 45
From commissions returned on insurance pre- miums.....	87 50	Teachers.....	499,426 10
From Thirteenth Ward, District 6, township 45, range 6 (Cheltenham).....	1,500 00	For special taxes.....	6,189 55
From sinking fund (set apart February 10, 1874).....	14,426 83	For Public School Library.....	7,351 20
		For contingent fund.....	300 00
		For general taxes.....	442 13
		For sinking fund (invested in Missouri State bonds).....	13,020 00
		Balance in the Treasury, August 1, 1874..	\$1,260,764 85
Total.....	\$1,264,972 36	Total.....	\$4,207 51
			\$1,264,972 36

ST. LOUIS PUBLIC SCHOOLS.

BALANCE SHEET *for the year ending July 31, 1874.*

ACCOUNTS.	Ledger—Balances.		Receipts and Expenditures.		Assets and Liabilities.	
	Debtor.	Credit.	Debtor.	Credit.	Assets.	Liabilities.
ASSETS.						
Real estate for revenue	\$1,289,991 36	\$.....	\$.....	.....	1,289,991 36	.....
Real estate for school purposes.....	2,317,128 59	.....	.....	.....	2,317,128 59	.....
Thirteenth Ward.....	36,073 30	.....	.....	.....	36,073 30	.....
Bailiff.....	12,898 99	.....	.....	.....	12,898 99	.....
Public School Library.....	34,990 80	.....	.....	.....	34,990 80	.....
Contingent fund.....	103 86	.....	.....	.....	103 86	.....
Co. Collector (taxes).....	222,702 63	.....	.....	.....	222,702 63	.....
Conrad Doll.....	289 05	.....	.....	.....	289 05	.....
Taxes due from tenants	4,482 16	.....	.....	.....	4,482 16	.....
Central Masonic Hall Association.....	2,532 75	.....	.....	.....	2,532 75	.....
Charles Pitzold.....	153 55	.....	.....	.....	153 55	.....
Cash in Treasury.....	4,207 51	.....	.....	.....	4,207 51	.....
Sinking fund—bonds.....	13,020 00	.....	.....	.....	13,020 00	.....
do bills receivable	212,645 28	.....	.....	.....	212,645 28	.....
LIABILITIES.						
Bills payable—borrowed money, int't, etc.	.....	835,140 00	.....	Inst. 36,000	.....	835,140 00
Due on contracts.....	.....	2,465 00	.....	.....	.....	2,465 00
Payments maturing....	2,465 00	.....	.....	.....	.....	.....
REVENUE.						
Returned insurance premium.....	.....	87 50	967 50	.....	.....	.....
General and delinquent taxes.....	.....	623,230 13	623,230 13	.....	.....	.....
Rent of real estate.....	.....	52,164 83	52,164 83	.....	.....	.....
State school fund.....	.....	74,045 07	74,045 07	.....	.....	.....
Tax—revenue.....	.....	222,765 62	.....	.....	.....	.....
EXPENSES.						
Expense—(general)....	30,053 04	.....	.....	30,053 04	.....	.....
Fuel.....	19,243 19	.....	.....	19,243 19	.....	.....
Gas.....	5,509 73	.....	.....	5,509 73	.....	.....
Furniture.....	7,784 89	.....	.....	7,784 89	.....	.....
Interest { Paid in cash, \$10,358 32	.....	.....	.....	.....	.....	.....
{ Paid notes 80,000 00	90,358 32	.....	.....	10,358 32	.....	.....
Janitors' salaries.....	45,070 95	.....	.....	45,070 95	.....	.....
Officers ".....	22,181 45	.....	.....	22,181 45	.....	.....
Teachers' ".....	499,426 10	.....	.....	499,426 10	.....	.....
Rent of school houses	2,737 84	.....	.....	2,737 84	.....	.....
Repairs.....	60,729 78	.....	.....	60,729 78	.....	.....
Supplies.....	17,690 82	.....	.....	17,690 82	.....	.....
Special taxes.....	6,189 55	.....	.....	6,189 55	.....	.....
St. Louis Pub. Schools	.....	3,150,713 03	.....	.....	.....	.....
	\$4,960,809 88	\$4,960,809 88	.....	.....	.....	.....
Expenses over net revenue.....	.....	.....	12,397 93	.....	.....	.....
	.....	.....	\$762,925 16	\$762,925 16	.....	.....
Assets over liabilities.....	.....	.....	.....	.....	.....	3,213,614 73
	.....	.....	.....	.....	4,151,219 73	4,151,219 73

ST. LOUIS PUBLIC SCHOOLS.

Detailed Statement of the Expenses of each School for the Year ending July 31, 1874.

NAMES OF SCHOOLS.	Teachers' Salaries.	Janitors' Salaries.	Repairs.	Cleaning Vaults.	Fuel and Gas.	Supplies.	Furniture.	Rent.	Miscellaneous.	Total.
Normal	\$12,638 40	\$ 600 00	\$ 916 07	\$	\$	\$1,240 66	\$ 93 10	\$	\$240 85	\$15,748 58
High	90,044 40	885 00	1,743 86	.....	739 07	384 19	.....	.....	116 55	23,928 16
Branch High, No. 1..	7,603 50	180 00	53 03	.....	.....	156 75	55 56	.....	1 50	8,093 37
Branch High, No. 2..	8,569 05	.....	.....	.....	.....	58 32	.....	.....	.....	8,627 37
Branch High, No. 3..	5,775 40	.....	.....	.....	.....	87 84	.....	.....	.....	5,863 24
Branch High, No. 4..	6,453 90	.....	.....	.....	.....	100 01	.....	.....	.....	6,553 91
Ames	8,375 80	750 00	681 93	.....	452 09	533 11	2,240 85	.....	79 80	13,144 84
Ashland	1,698 08	180 00	42 30	.....	73 64	155 48	.....	.....	10 00	2,159 50
Baden	510 05	60 00	98 63	.....	13 96	55 64	.....	.....	6 80	743 38
Bates	9,298 28	835 00	171 76	.....	385 73	314 82	.....	.....	84 25	11,187 84
Benton	10,713 40	885 00	924 23	.....	928 27	189 27	.....	.....	129 45	13,760 63
Benton Station.....	784 65	70 00	84 06	.....	33 67	84 46	89 10	.....	.....	1,141 93
Blow	8,423 40	645 00	1,025 38	.....	117 35	187 64	.....	.....	40 80	10,436 57
Carondelet	8,941 51	860 00	579 43	.....	665 72	223 86	.....	.....	43 23	11,212 77
Cart	6,833 35	650 00	2,748 50	.....	151 77	102 59	.....	.....	66 15	10,593 36
Cart Lane	11,163 95	895 00	2,453 23	.....	353 48	564 05	.....	.....	144 80	15,570 60
Carroll	13,684 40	1,095 00	1,452 96	.....	666 85	590 51	9 00	.....	188 85	17,247 67
Charles	6,450 05	650 00	648 47	.....	309 90	167 28	.....	.....	21 00	8,246 70
Cheltenham	966 25	105 00	147 62	.....	43 57	37 76	.....	.....	3 00	1,203 30
Chouteau	6,696 25	590 00	898 40	.....	947 70	161 24	17 50	.....	96 60	8,697 69
Clark .....	.....	350 00	1,059 85	.....	71 18	.....	384 60	.....	183 45	2,047 83
Clinton	13,067 60	880 00	1,423 66	169 25	359 89	179 05	499 17	.....	109 10	14,519 53
Compton	2,136 45	882 00	1,443 40	112 80	471 88	150 41	24 00	.....	143 53	4,249 52
Coke Brilliante	2,069 10	390 00	576 68	.....	139 23	34 76	.....	.....	1 00	2,681 33
Des Peres	2,569 05	300 00	872 30	.....	134 24	182 14	639 00	.....	60 60	4,180 10
Divoll	8,644 80	345 00	251 29	.....	17 72	155 54	.....	.....	153 10	10,561 07
Dodier	2,303 95	572 50	710 03	.....	893 01	36 36	.....	50 00	1 00	4,196 29
Douglas	6,904 70	885 00	968 45	130 80	111 53	154 76	.....	.....	207 15	9,459 90
Eads	6,844 95	590 00	857 51	.....	730 23	815 23	.....	.....	73 60	13,882 55
Elliot	10,979 25	885 00	1,346 45	.....	294 43	250 74	1 60	.....	134 80	15,562 55
Elleardsville	3,578 25	320 00	999 56	.....	416 71	176 13	.....	45 00	245 00	6,300 11
Everett	11,901 00	890 00	1,390 76	.....	134 18	801 48	255 00	.....	144 70	16,287 64
Ferguson	1,103 10	190 00	45 05	.....	455 00	30 83	.....	.....	7 75	1,886 66
Franklin	14,509 65	1,278 00	3,910 21	.....	451 74	324 84	386 45	.....	209 60	21,416 29

Gamble.....	6,281 50	535 00	643 24	.....	232 70	145 40	13 12	.....	64 70	7,877 06
Gravola.....	2,561 75	300 00	811 38	.....	98 04	54 28	.....	.....	7 50	3,892 85
Hamilton.....	3,655 50	425 00	1,289 13	.....	178 62	145 31	.....	.....	18 10	5,750 72
Humboldt.....	10,901 00	836 00	439 50	69 30	548 58	187 06	.....	.....	108 05	13,013 73
Irving.....	5,944 45	885 00	438 47	130 80	508 72	109 41	.....	.....	3 75	8,040 57
Jackson.....	5,644 45	650 00	439 47	223 40	254 47	141 59	.....	.....	10 50	7,361 33
Jefferson.....	8,354 20	698 75	629 54	.....	397 71	132 23	.....	.....	65 70	10,138 37
Jefferson Branch.....	5,083 70	540 00	136 25	.....	177 90	59 04	.....	698 65	64 10	6,657 54
Lafayette.....	12,324 55	885 00	544 56	.....	695 10	113 79	.....	.....	14 75	14,650 96
Laclede.....	11,349 60	885 00	730 73	.....	958 54	210 64	.....	.....	129 80	14,609 26
Lincoln.....	11,349 60	885 00	440 08	.....	430 30	198 56	.....	.....	198 05	13,731 45
Loyal.....	1,068 85	87 50	110 08	.....	48 53	7 23	.....	.....	5 30	1,124 38
Lyon.....	11,900 40	885 00	704 05	.....	628 71	155 65	.....	.....	112 25	14,384 06
Mallison.....	14,917 20	885 00	815 41	.....	539 37	245 11	.....	.....	22 25	17,453 44
Maramo.....	3,750 98	365 00	240 10	.....	165 64	42 88	.....	.....	6 70	3,810 31
O'Fallon.....	11,969 25	885 00	4,155 31	.....	471 61	391 40	.....	.....	147 00	18,639 32
Peabody.....	6,799 70	933 75	605 13	.....	534 78	160 44	.....	.....	165 00	9,219 38
Penrose.....	8,745 58	438 75	350 17	.....	116 91	51 88	.....	.....	3 25	9,208 94
Pestalozzi.....	7,208 70	600 00	620 71	.....	371 59	101 03	.....	.....	88 55	8,985 37
Pope.....	9,341 30	573 50	147 35	.....	595 45	254 53	.....	.....	73 45	12,966 64
Rock Spring.....	2,328 35	245 00	147 35	.....	148 33	77 09	.....	.....	6 00	2,573 81
Shaw.....	1,319 10	105 00	153 84	.....	30 05	48 32	.....	.....	2 50	1,467 81
Shepard.....	6,630 10	650 00	513 05	.....	263 01	99 56	.....	.....	127 20	8,259 45
Stockard.....	11,196 60	1,260 00	1,913 24	.....	308 15	145 54	.....	.....	117 95	15,837 83
Washington.....	6,305 85	880 00	565 87	.....	313 84	169 08	.....	.....	63 00	7,967 52
Webster.....	11,714 10	885 00	985 37	.....	602 56	435 98	.....	.....	213 20	14,783 71
Webster New.....	2,494 35	678 75	1,293 00	.....	91 58	.....	.....	.....	2 00	3,154 28
No. 1.....	2,497 15	360 00	249 31	.....	155 11	74 43	.....	.....	65 25	4,308 53
No. 2.....	2,639 10	277 50	145 50	.....	183 34	98 85	.....	.....	20 60	3,314 16
No. 3.....	6,647 40	645 00	380 74	.....	233 39	231 31	.....	.....	58 20	8,188 04
No. 4.....	2,174 25	273 50	620 93	.....	81 02	60 22	.....	.....	101 20	3,310 11
No. 5.....	1,533 00	240 00	177 38	.....	69 25	89 13	.....	.....	12 75	2,292 06
No. 6.....	1,308 35	172 50	118 35	.....	50 07	39 13	.....	.....	37 00	1,669 80
No. 7.....	444 00	45 00	133 15	.....	13 96	33 44	.....	.....	1 35	471 20
No. 8.....	275 00	37 50	215 90	.....	15 86	49 11	.....	.....	.....	794 37
No. 9.....	468 00	45 00	19 15	.....	14 37	15 05	.....	.....	.....	593 17
Int on Teachers' Notes.....	1,238 01	.....	.....	.....	.....	.....	.....	.....	.....	1,238 01
Music and Writing.....	8,505 90	.....	.....	.....	.....	.....	.....	.....	.....	8,505 90
Evening Schools.....	16,171 45	1,271 25	.....	.....	.....	.....	.....	.....	.....	18,001 90
Total.....	\$499,456 10	\$40,913 75	\$55,741 29	\$836 35	\$19,439 25	\$12,235 07	\$7,021 04	\$7,502 34	\$5,418 00	\$640,733 19

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES.

July 31, 1874.

Names of Schools.	Where Located.	Estimated Value of Ground.	Estimated Value of Houses and Furniture.	TOTAL.
Pub.Sch.Polytch.Bld'g	Corner 7th & Chestnut Sts.	\$60,000 00	\$352,939 56	\$ 412,939 56
High	Corner 15th & Olive Sts....	35,000 00	41,157 33	76,157 33
Ames	Hebert St. bet. 13th & 14th..	13,000 00	41,610 06	54,610 06
Benton, Old	6th St bet Locust & St. Chas.	30,000 00	5,000 00	35,000 00
" New	Corner 9th and Locust Sts..	40,000 00	38,288 30	78,288 30
Blow	South St. Louis.....	5,000 00	15,000 00	20,000 00
Bates	Collins St., in block 690 ...	17,571 00	37,233 32	54,809 32
Carondelet	Cor. 3d and Hurck Sts.....	2,500 00	33,910 64	36,410 64
Carr	Corner 16th and Carr Sts...	7,300 00	4,002 77	11,302 77
Carr Lane	S. W. Cor. 24th & Carr Sts..	10,000 00	39,794 01	49,794 01
Carr Lane Primary	N. W. Cor. 24th and Carr...	7,500 00	3,000 00	10,500 00
Carroll	Cor. Carroll and Buel Sts...	10,000 00	44,062 20	54,062 20
Charless	Kingsbury St near Gravois R	3,000 00	15,517 71	18,517 71
Chouteau	Chouteau Av n'r Summit Av	3,000 00	9,521 38	12,521 38
Clark	7th St bet Hickory & Labadie	9,000 00	3,000 00	12,000 00
Clay	Bellefont'ne Rd & Farrar St	10,000 00	16,214 27	26,214 27
Clinton	Gratton St. near Hickory...	11,000 00	44,490 63	55,490 63
Compton	Henrietta b. Arkansas & Ills	3,500 00	14,329 01	17,829 01
Douglas	Corner 11th & Howard Sts.	11,300 00	37,232 00	48,532 00
Divoll	Dayton St., in block 1007...	13,040 00	36,748 34	49,788 34
Des Peres	Corner Illinois and 4th Sts.	7,000 00	17,310 23	24,310 23
Eads	Corner 15th and Pine Sts...	15,000 00	9,310 73	24,310 73
Eliot	15th St. b. Market & Clark Av	25,000 00	39,411 05	64,411 05
Everett	8th St b. O'Fallon & Cass Av	11,000 00	19,203 33	30,203 33
Franklin	Cor. 18th St. & Christy Av...	22,000 00	35,142 62	57,142 62
Gamble	Cor. 5th and Poplar Sts...	17,000 00	6,200 00	23,200 00
Gravois	Cor Wyoming St & Gravois R	3,000 00	17,083 42	20,083 42
Hamilton	Corner 27th and Davis Sts...	6,000 00	11,800 00	17,800 00
Humboldt	Cor. Jackson & Lesperance	8,000 00	38,832 46	46,832 46
Irving	Cor. Bremen & Kosuth Aves	6,000 00	36,125 77	42,125 77
Jackson	Cor. 19th and Maiden Lane	4,000 00	15,645 20	19,645 20
Jefferson	Cor. 9th and Wash Sts. ...	16,000 00	6,196 08	22,196 08
Laclede	Cor. 6th and Poplar Sts...	34,000 00	51,473 40	85,473 40
" (branch)	5th St., near Gratiot.....	3,000 00	1,000 00	4,000 00
Lafayette	Cor. Ann Av & Decatur St...	8,000 00	18,331 24	26,331 24
Lincoln	Eugenia St., near High St...	12,000 00	46,587 92	58,587 92
Lyon	Cor. 8th and Pestalozzi Sts.	5,000 00	43,406 32	48,406 32
Madison (old)	Cor. 7th and Hickory Sts...	Leased.	4,000 00	4,000 00
" (new)	Cor. 7th and Labadie Sts.	13,000 00	35,823 43	48,823 43
Maramec	Cor Iowa Av & Maramec St	3,000 00	12,000 00	15,000 00
O'Fallon	17th St., near Cass Av.....	6,000 00	63,308 10	69,308 10
Penrose	Penrose St b. Clay & Glasg Av	3,500 00	22,530 43	26,030 43
Pestalozzi	Corner 7th and Barry Sts...	15,000 00	28,998 43	43,998 43
Peabody	Cor 2d Carond Av & Carroll	16,500 0	43,422 70	59,922 70
Pope	Cor Ewing & Laclede Aves...	11,525 00	35,898 80	47,423 80
Shepard	Marine Av. near Hospital...	3,000 00	16,003 50	19,003 50
Stoddard	Cor. Lucas & Ewing Aves...	20,000 00	37,608 05	57,608 05
Washington	11th, bet. Poplar & Spruce	22,500 00	28,500 00	51,000 00
Webster (old and new)	11th St., near Jefferson.....	25,000 00	52,522 10	77,522 10
No. 1	Cedar St. bet. 3d & 4th Sts.	3,000 00	1,003 53	4,003 53
No. 2	12th St., near Webster St...	8,000 00	5,513 00	13,513 00
No. 3	Christy Av., near 15th St...	12,500 00	18,533 26	31,033 26
No. 4	Cozzens St. near Pratte Av...	3,000 00	12,267 64	15,267 64
No. 6	5th St bet Filmore & Market	1,500 00	6,835 17	8,335 17
		\$670,736 00	1,670,884 44	2,341,620 44
Bought for school purposes, but not yet improved.				
Lots 17 to 22 inclusive	Caroline St., near Park Av.	5,000 00		5,000 00
Part lots 5, 6 and 7....	St. Louis Av. & 18th St....	10,000 00		10,000 00
Lots 18 to 25 inclusive	Parsons St., Cor Spring Av	5,000 00		5,000 00
Lots 1 to 7, Bl'k 1048..	Bell and School Sts.....	15,000 00		15,000 00
Block 40, Survey 3.....	South St. Louis.....	9,000 00		9,000 00
N. W. ¼ Block 49.....	Eller's Survey, S. St. Louis	1,000 00		1,000 00
		\$715,736 00	1,670,884 44	2,386,620 44

LIST OF UNLEASED LANDS BELONGING TO THE BOARD

July 31st, 1874.

BLOCK.	STREET.	LOT.	Ft. FRONT.	Ft. DEP.
45	Second street.....		36.3	473
47	Carondelet avenue.....	4 to 13, inclusive.....	260.7	Irregular.
69 E	Second.....	E.....	38	65
S.W. ¼ Blk 78	Gasconade street.....	11 to 15, inclusive.....	125	125
160	Fifth street.....	3.....	25	75
197 & 198	Columbus street.....		130	85.9
199	Main street.....	1 to 8, inclusive.....	210.5	132.3
199	Kosciusko street.....	9 to 16. ".....	210.2	132.3
200	Alley.....	17 and 18.....	120.4 ½	Irregular.
201	{ Columbus st., Caron- delet av. & Rutger st. }		Whole	Block.
701	Kosciusko street.....		33.10 ½	65.5 ½
706	" ".....	1 to 12, inclusive.....	303.6	76
707	" ".....	1 to 12, ".....	308.9	76.3 ½
714	" ".....	1 to 12, ".....	304.3 ½	76.3 ½
763	Carondelet avenue.....		50	134.9
840	Eighth street.....	10 and S ¼ 11.....	37.6	190
+54	Main street.....	C, D, E, F, G.....	180.4	125 aver.
854	Levee.....	F and G.....	70.10	116 "
855	Front street.....		55	302.6
856	" ".....		50.06	147
857	Main and Convent streets		89.5 ½	113
858	Main and Sycamore sts.	N. E. corner.....	43.4	120
+54	Front street.....		210	303.4
873	Main street.....		409	104
883	Eighth street.....	6 to 10, inclusive.....	125	122.11
883	Seventh street.....	13 to 25, ".....	362	122.11
884	" ".....	1 to 11. ".....	281	116.11
884	" ".....	13.....	40.6	116.11
884	Alley.....	14.....	25	116.11
884	Carondelet avenue.....	17 to 24, inclusive.....	300	116.11
892	Eighth street.....	1.....	25	23.11
893	Seventh street.....	4 and 5.....	50	118.11
898	Carondelet avenue.....	19, 20, and 21.....	75	118.11
1044	Lucas avenue.....	9.....	50	185
1066	Washington avenue.....	13.....	50	135
1355	California avenue.....	38 and 39.....	50	125
1356	Pontiac street.....	5.....	25	125
1439	Shenandoah street.....	1 to 10, inclusive.....	270	125
1440	Arkansas avenue.....	11 to 16, ".....	152.6	125
1440	Tennessee street.....	29 to 46, ".....	454	125
1473	Oregon street.....	21.....	35	125
1480	Michigan street.....	17.....	25	125
N. part, 1768	Main and Railroad.....	1 to 18, inclusive.....	480.9	Irregular.
N. part, 1769	Main and Second streets	1, 2, 9 to 18 inclusive..	331.6	122.3 ½
S. part, 1769	" ".....	3 to 18, inclusive.....	407.10	120
Survey 3003	Davis street.....	1 and 2.....	50	155.5 ½
.....	Malden Lane.....	10, 11, and 12.....	150	140
.....	" ".....	31, and 32.....	100	140
.....	" ".....	58, 60, 64, 65, and 67.....	250	12.6
.....	" ".....	70, 71, 73, 74, 79.....	250	12.6
.....	" ".....	84 to 87, inclusive....	337	12.6
.....	" ".....	89 to 91, ".....		
.....	" ".....	98, 99, 100.....	150	12.6
.....	" ".....	103 to 109, inclusive....	193.3	12.6
.....	Accomac.....	28 to 32, ".....	.....	125

LIST OF REAL ESTATE, OWNED AND USED FOR REVENUE PURPOSES BY THE BOARD OF PUBLIC SCHOOLS.

No. of Lease.	Date of Lease.	Block	Street.	Feet Front.	Lot.	Annual Rent.	Exp's.
1	Dec. 1833	84	Market & 4th.	30	A	102 00	1883
2	Jan. 1836	84	Market & 4th.	30	B	67 20	1883
4	Dec. 1833	84	Market & 4th.	30	E	89 00	1883
11	Feb. 1834	68	Cherry	80	A	84 00	1884
12	April 1838	109	Fourth	33	4	103 12	1888
15	Feb. 1839	109	Fourth	33	1	99 00	1888
16	Feb. 1839	109	Fourth	33	2	103 12½	1888
17	M'rch 1843	109	Fourth	62	6	197 00	1889
34	Aug. 1840	160	Fifth	25	8	65 62½	1890
40	Aug. 1840	160	Fifth	25	16	100 00	1890
42	Aug. 1840	160	Fifth	25	19	73 07½	1890
43	Oct. 1839	160	Fifth	25	20	82 60	1889
44	Aug. 1840	160	Fifth	25	21	68 30	1890
46	Oct. 1839	160	Fifth	25	25	92 13	1889
47	Oct. 1839	160	Fifth	25	26	88 96	1889
48	Oct. 1839	160	Fifth	25	27	87 36	1889
49	Oct. 1839	160	Fifth	25	28	85 79	1889
52	Sept. 1841	160	Fifth	25	31	43 20	1891
58	Sept. 1841	160	Fourth	25	17	73 08	1892
59	Sept. 1841	160	Fourth	25	18	47 66	1892
64	July 1840	160	Fifth	25	14	61 50	1889
67	M'rch 1834	160	Fifth	25	2	68 75	1890
69	Dec. 1843	76	Fourth	25	E	103 12½	1889
75	Nov. 1844	76	Fourth	25	B	81 25	1889
79	Nov. 1844	76	Fourth	23	A	111 62½	1889
80	Aug. 1843	76	Fourth	25	D	75 00	1889
81	April 1843	109	Fourth	33	3	78 38	1889
82	Feb. 1845	160	Fourth	25	30	87 36	1889
85	Oct. 1839	160	Fifth	25	5	71 87½	1889
90	Aug. 1843	160	Fourth	76	22, 23 & 24	152 50	1890
91	June 1845	160	Fifth	25	4	66 00	1889
93	Sept. 1844	84	Market	36	C	100 00	1883
94	Sept. 1844	84	Market	30	D	65 00	1883
96	April 1846	160	Fifth	100	9, 10, 11, 12	243 75	1890
98	July 1846	109	Cerre	31	5	100 75	1888
156	Nov. 1847	160	Fourth	25	32	95 31	1889
223	Aug. 1848	160	Fifth	25	13	73 75	1889
262	Feb. 1867	68	Second	25	C	181 24	1891
540	Jan. 1862	69 E	Collins	40	D	120 00	1876
543	Nov. 1861	107	Spencer	34	A	117 60	1876
422	Aug. 1868	585	N 9th	20	B	90 00	1878
386	Aug. 1868	585	N 9th	27	S pt C	121 50	1878
433	Aug. 1868	585	N 9th	13	N pt C	60 50	1878
208	Feb. 1843	68	Second	50	B	200 00	1893
325	Aug. 1870	883	8th	25	5	25 00	1880
287	Aug. 1867	592	16th	60	F	162 00	1877
340	Nov. 1867	591	14th	22	D	58 70	1877
341	Nov. 1867	591	Fourth	22	D	58 70	1877

LIST OF REAL ESTATE. (CONTINUED.)

No. of Lease.	Date of Lease.	Block	Street.	Feet Front	Lot.	Annual Rent.	Expre.
490	April 1870	893	Carond. ave..	50	23 & 24	135 00	1880
489	April 1870	884	Carond. ave..	31	25	83 75	1880
384	April 1868	583	Sixth.....	19	A	94 20	1878
546	Feb. 1863	85	Chestnut.....	22	E	22 00	1884
560	Oct. 1862	853	Main.....	55	B	1 00	1877
579	Jan. 1863	858	Front & Main.	—	—	1 00	1883
585	May 1862	68	Second.....	23	D	224 00	1877
586	May 1862	68	Second.....	31	D	297 60	1877
589	June 1864	883	Eighth.....	25	4	25 00	1874
591	June 1864	160	Fifth.....	25	1	187 50	1885
599	May 1864	200	Columbus....	150	6 to 11	200 00	1874
604	May 1864	202	Rutger.....	125	17 to 22	375 25	1874
607	Jan. 1864	584	Eighth.....	15	E	45 00	1874
608	Jan. 1864	584	Eighth.....	15	E	45 00	1874
609	Jan. 1864	584	Eighth.....	25	G	75 00	1874
612	June 1864	883	Eighth.....	25	6	25 00	1874
616	May 1864	160	Fifth.....	25	7	137 50	1874
625	July 1864	—	Davis.....	25	15	25 00	1874
626	July 1864	652	W. Brooklyn.	25	39	62 50	1874
629	May 1864	200	Columbus....	136	1 to 5	154 75	1874
632	Mar. 1864	854	Front & Main.	29	B	354 00	1874
633	Feb. 1865	892	Seventh.....	25	5	37 50	1875
640	Mar. 1864	586	Tenth.....	25	M	71 25	1874
642	Aug. 1864	—	Davis.....	25	9	25 00	1874
643	June 1865	893	Seventh.....	25	1	37 50	1875
644	Aug. 1864	—	Davis.....	25	2	25 00	1874
645	Aug. 1864	—	Davis.....	25	3	25 00	1874
646	Aug. 1864	—	Davis.....	25	8	25 00	1874
649	Aug. 1864	—	Davis.....	25	13	25 00	1874
650	Aug. 1864	—	Davis.....	35	16	43 80	1874
651	May 1865	70 w	Broadway....	30	A	43 75	1874
656	Aug. 1865	858	Front.....	256	S ½ of block	250 00	1875
659	July 1865	85	Chestnut.....	46	D	1497 33	1874
582	Aug. 1867	584	N. Seventh...	29	A	148 00	1877
656	April 1870	883	Eighth.....	31	1	50 20	1880
580	April 1868	854	Front.....	59	D and E	535 75	1878
660	July 1865	85	Chestnut.....	31	D	1497 33	1875
662	Mar. 1866	893	Seventh.....	25	2	37 50	1875
664	Sept. 1865	—	Davis.....	50	11 and 12	25 00	1875
667	Oct. 1865	202	Jackson.....	50	9 and 10	150 00	1875
668	Nov. 1865	202	Jackson.....	25	11	75 00	1875
672	Oct. 1864	—	Davis.....	26 to 69	1	32 50	1874
678	Feb. 1865	202	Jackson.....	25	8	62 50	1875
681	Dec. 1864	—	Davis.....	25	4	31 25	1874
684	July 1865	—	Davis.....	25	10	25 00	1875
685	May 1865	892	Seventh.....	25	20	37 50	1875
690	Oct. 1864	—	Davis.....	—	7	43 75	1874
691	Oct. 1864	590	Thirteenth...	25	E	57 50	1874
693	June 1866	656	W. Brooklyn..	16	11	50 00	1876
697	Mar. 1867	854	Main.....	24	A	279 00	1877
698	Oct. 1868	892	Seventh.....	25	21	37 50	1874
702	Nov. 1866	853	Front & Plum.	49	—	445 50	1876
704	Dec. 1866	851	Carondelet Av	50	12 and 13	100 00	1876
705	May 1867	202	Columbus....	11	34	11 75	1877

LIST OF REAL ESTATE (CONTINUED.)

No. of Lease	Date of Lease.	Block	Street.	Feet Front.	Lot.	Annual Rent.	Exp ^{rs}
706	May 1867	202	Jackson	16	16	66 40	1877
708	April 1866	893	Seventh	25	8	50 00	1876
709	June 1866	893	Carondelet Av	25	17	62 50	1876
710	Jan. 1868	893	Carondelet Av	25	18	75 00	1877
712	Nov. 1867	583	Broadway....	20	A	216 00	1877
715	Dec. 1867	853	Front	20	—	180 50	1877
716	Sept. 1867	69	Cherry	51	C	497 92	1877
717	Oct. 1867	587	Eleventh	17	F	71 40	1877
718	M'rch 1866	202	Carondelet Av	88	2 and 3	287 76	1876
720	M'rch 1866	68	Second	28	E	588 00	1881
721	M'rch 1866	85	Third	15	F	581 25	1875
723	July 1867	200	Kosciusko	25	19	25 00	1877
724	July 1867	200	Kosciusko	25	20	25 00	1877
725	July 1867	200	Kosciusko	25	21	25 00	1877
726	July 1867	200	Kosciusko	25	22	25 00	1877
727	July 1867	200	Kosciusko	25	23	25 00	1877
731	April 1866	851	Seventh	25	5	50 00	1876
733	M'rch 1868	592	Sixteenth	25	E	56 25	1876
734	July 1867	69	Cherry	53 to 57	A	936 00	1877
735	July 1867	584	Seventh	30	B	150 00	1877
738	M'rch 1866	608	Eighth	36	—	145 00	1876
739	Dec. 1867	69	Cherry	41	B	249 25	1892
741	Oct. 1866	852	Eighth	50	1 and 2	75 00	1876
742	Feb. 1866	893	Seventh	25	3	50 00	1876
744	M'rch 1866	85	Chestnut	20	F	768 75	1875
680	Feb. 1865	892	Seventh	25	14	37 50	1875
583	July 1865	200	Columbus	25	13	56 20	1875
707	July 1864	—	Columbus	—	—	180 00	—
746	Nov. 1867	590	Thirteenth....	90	A	297 00	1877
749	April 1868	586	Ninth	30	H	135 00	1877
750	Oct. 1867	590	Thirteenth....	25	C	75 00	1877
751	Aug. 1868	588	Twelfth	25	C	75 00	1877
752	Aug. 1868	585	Eighth	19	H	85 88	1817
753	Aug. 1858	591	Fourteenth...	30	B	81 00	1877
755	Aug. 1868	587	Eleventh	17	F	51 00	1877
756	Jan. 1868	591	Fourteenth...	21	C	56 72	1877
757	Aug. 1868	588	Twelfth	40	F	121 30	1877
758	Aug. 1868	588	Twelfth	25	E	75 00	1877
759	Aug. 1868	588	Twelfth	25	D	75 00	1877
760	Aug. 1868	586	Tenth	22	C	81 00	1878
761	April 1868	589	Thirteenth....	25	E	97 50	1877
762	Aug. 1868	589	Twelfth	30	B	90 00	1878
763	Aug. 1868	587	Eleventh	17	F	51 00	1877
764	Nov. 1867	587	Eleventh	19	F	48 65	1877
765	Jan. 1868	587	Eleventh	20	F	48 00	1877
766	July 1867	587	Eleventh	25	F	60 00	1877
768	M'rch 1866	—	Davis	25	3	52 55	1876
769	M'rch 1866	—	Davis	25	4	50 00	1876
770	M'rch 1866	—	Davis	25	5	50 00	1876
771	M'rch 1866	—	Davis	25	6	50 00	1876
772	M'rch 1866	—	Davis	25	7	50 00	1876
773	Oct. 1866	—	Davis	50	8 and 9	100 00	1876
774	M'rch 1866	—	Davis	25	10	38 75	1876
775	M'rch 1866	—	Davis	16	11	39 83	1876

LIST OF REAL ESTATE (CONTINUED.)

No. of Lease	Date of Lease.	Block	Street.	Feet Front.	Lot.	Annual Rent.	Expire.
776	Jan. 1868	—	Davis.....	28	12	33 60	1877
777	Feb. 1868	—	Davis.....	56	13 and 14	67 20	1877
778	Jan. 1868	—	Davis.....	28	15	33 60	1877
779	Jan. 1868	—	Davis.....	28	16	33 60	1877
780	Jan. 1868	—	Davis.....	42	17	61 80	1876
783	July 1869	583	Seventh.....	48	E	218 83	1876
785	Dec. 1866	648	W. Mound....	25	43	75 00	1877
786	Aug. 1868	583	Broadway....	20	B	216 00	1877
787	Aug. 1867	591	Fourteenth....	21	C	56 70	1877
788	Oct. 1867	591	Fifteenth.....	33	E	101 50	1877
789	Jan. 1868	592	Fifteenth.....	35	B	105 00	1877
790	Jan. 1868	592	Fifteenth.....	25	B	75 00	1877
791	July 1867	586	Ninth.....	42	L	190 95	1877
792	Sept. 1867	590	Fourteenth....	48	D	145 32	1877
793	Aug. 1868	585	Eighth.....	19	H	85 50	1877
794	Aug. 1868	585	Eighth.....	20	F	90 00	1877
796	Aug. 1868	585	Eighth.....	60	E	270 00	1877
797	March 1868	592	Sixteenth.....	25	E	56 25	1877
798	Aug. 1868	592	Fifteenth.....	30	C	76 50	1877
799	Aug. 1868	589	Thirteenth....	27	F	82 38	1877
800	July 1867	586	Ninth.....	30	K	135 00	1877
801	July 1866	592	Fifteenth.....	25	I	75 00	1876
802	Feb. 1868	47	Third.....	35	I	100 60	1878
803	July 1867	586	Ninth.....	28	I	117 00	1877
804	July 1867	586	Ninth.....	26	G	117 00	1877
805	July 1867	587	Eleventh.....	35	G	84 00	1877
806	July 1867	587	Eleventh.....	15	G	36 00	1877
807	July 1867	584	Seventh.....	30	C	150 00	1877
808	July 1867	648	W. Mound....	25	42	75 00	1877
809	July 1867	592	Sixteenth.....	25	H	57 25	1877
810	Aug. 1867	587	Tenth.....	20	D	70 40	1877
811	Aug. 1868	587	Tenth.....	30	D	108 00	1877
812	Aug. 1868	585	Eighth.....	15	E	67 50	1877
813	Sept. 1867	590	Thirteenth....	25	B	82 50	1877
814	Sept. 1867	588	Eleventh.....	25	H	105 00	1877
815	Jan. 1868	202	Carondelet Av	30	I	150 00	1877
816	Aug. 1868	585	Eighth.....	20	F	90 00	1877
818	Jan. 1868	592	Fifteenth.....	30	A	90 00	1877
819	Aug. 1868	589	Thirteenth....	30	D	90 00	1877
820	Oct. 1867	591	Fifteenth.....	26	E	75 00	1877
821	Nov. 1867	591	Fifteenth.....	24	F	67 20	1877
822	Aug. 1868	589	Thirteenth....	27	F	83 78	1877
823	July 1867	160	Fifth.....	25	15	62 50	1876
825	Sept. 1867	590	Fourteenth....	21	D	63 00	1877
827	Sept. 1867	590	Thirteenth....	25	C	75 00	1877
830	April 1869	200	Columbus.....	25	12	100 00	—
831	Oct. 1868	588	Twelfth.....	25	G	50 00	1878
832	June 1868	200	Kosciusko....	75	26, 27, 28	75 00	1878
833	Nov. 1868	184	Seventh.....	—	—	800 00	—
834	Feb. 1869	853	Main.....	258	A	2717 80	—
835	Feb. 1869	893	Seventh.....	25	7	50 00	1879
836	Nov. 1868	184	Chestnut.....	—	—	1800 00	—

LIST OF REAL ESTATE (CONTINUED.)

No. of Lease	Date of Lease.	Block	Street.	Feet Front.	Lot.	Annual Rent.	Exp'ts
837	—	586	Tenth	40	E	145 58	1878
838	Dec. 1868	71	Broadway....	33	C	300 00	1878
839	Nov. 1868	648	W. Mound....	25	44	98 50	1878
840	Aug. 1868	585	Eighth	19	G	85 88	1878
841	June 1868	586	Ninth	30	F	129 60	1878
842	June 1868	893	Carondelet Av	25	22	75 00	1878
843	Oct. 1868	583	Sixth.....	30	D	144 00	1878
844	June 1868	854	Front	29	E, C	265 50	1878
849	Feb. 1868	586	Tenth	22	B	81 00	1878
850	Oct. 1868	587	Eleventh	25	H	67 50	1878
852	Nov. 1868	587	Tenth.....	25	I	112 50	1878
853	Sept. 1868	71	Broadway....	41	B	431 45	1878
854	April 1868	854	Main.....	24	A	259 90	1878
855	Dec. 1868	250	Hempstead...	260	—	624 00	1878
856	June 1868	160	Fourth	25	9	305 00	1893
857	Jan. 1868	592	Sixteenth.....	55	A	133 05	1878
858	May 1868	652	W. Mound....	19	63	68 40	1878
859	Aug. 1868	586	Tenth	40	D	144 00	1878
860	Sept. 1868	70w	Broadway....	39	B	585 00	1878
861	June 1868	854	Front	49	A	590 00	1878
862	Aug. 1868	586	Tenth	40	A	144 00	1878
863	Oct. 1868	588	Eleventh.....	32	A	137 55	1878
866	Jan. 1868	591	Fourteenth ...	16	A	48 00	1878
867	Jan. 1868	591	Fourteenth ...	34	A	102 00	1878
870	Nov. 1868	588	Eleventh.....	32	A	137 55	1878
871	Nov. 1868	88	Front	—	B	450 00	1878
872	July 1869	—	Second.....	50	1 & 2	25 00	1879
873	Jan. 1869	88	Olive.....	36	A	1254 94	1894
874	M'rch 1869	589	Twelfth	20	A	60 00	1879
875	Jan. 1869	591	Fifteenth	27	G	74 13	1879
877	July 1867	158	Fifth	72	A	756 00	1894
878	Dec. 1867	585	Eighth	15	E	67 50	1877
879	July 1869	76	Fourth	25	C	362 50	1879
880	Aug. 1869	—	Maiden Lane .	25	44	30 00	1879
881	Feb. 1869	—	Maiden Lane .	25	40	30 00	1879
882	Aug. 1869	—	Maiden Lane .	25	39	30 00	1879
883	May 1869	—	Maiden Lane .	41	23	49 00	1879
884	Aug. 1869	—	Maiden Lane .	25	43	30 00	1879
885	Aug. 1869	—	Maiden Lane .	25	43	30 00	1879
886	Aug. 1869	—	Maiden Lane .	25	50	30 00	1879
888	Aug. 1869	892	Seventh	25	16	76 50	1979
890	Aug. 1869	—	Maiden Lane .	50	25	50 00	1879
892	June 1869	—	Second	50	5 & 6	25 60	1879
894	June 1869	893	Seventh	25	6	—	1879
895	June 1869	176	Second.....	50	7 & 8	—	1879
896	June 1869	—	Second.....	50	3 & 4	25 00	1879
897	June 1869	653	W. Mound....	—	17 & 18	153 00	1879
898	June 1869	—	Maiden Lane .	25	26	—	1879
899	Feb. 1869	—	Maiden Lane .	25	26	25 00	1879
901	Feb. 1869	158	Fourth	122	F	732 00	1879
902	Feb. 1869	—	Maiden Lane .	25	48	30 00	1879
903	June 1869	892	Seventh	40	19	108 00	1879
904	June 1869	892	Seventh	35	17	94 50	1879
905	M'rch 1869	589	Twelfth	25	A	75 00	1879
906	M'rch 1869	47	Carondelet Av	25	3	75 00	1874

LIST OF REAL ESTATE (CONTINUED.)

No. of Lease	Date of Lease.	Block	Street.	Feet Front.	Lot.	Annual Rent.	Exp's
907	Mar'ch 1869	589	Twelfth	25	A	75 00	1879
909	July 1869	158	Fifth	48	D. E.	518 00	1894
910	Feb. 1870	656	W. Brooklin ...	16	11	50 00	1880
911	Feb. 1870	656	W. Brooklin ..	16	12	50 00	1880
912	Mar'ch 1870	107	Fourth	32	1	580 60	1880
913	June 1869	892	Seventh	25	15	67 50	1879
914	June 1868	591	Fifteenth	20	G	54 00	1878
915	Aug. 1870	202	Jackson	30	4	144 00	1880
916	April 1870	583w	Sixth, s'vey3003	20	B	96 00	1878
917	April 1870	884	Seventh	25	12	52 50	1880
918	April 1870	202	Columbus	75	23, 24 & 25	187 50	1880
919	Feb. 1869	—	Maiden Lane .	25	24	25 00	1874
920	Aug. 1870	585	Ninth	30	A	135 00	1878
921	Feb. 1869	591	Fourteenth ...	25	I	67 50	1879
922	April 1870	892	Seventh	25	22	52 50	1880
923	April 1870	884	Carondelet Av.	25	15	67 50	1880
924	April 1870	892	Seventh	25	23	52 50	1880
925	Feb. 1870	587	Tenth	30	C	102 60	1880
926	Dec. 1869	893	Seventh	25	6	67 50	1879
927	Aug. 1869	—	Maiden Lane .	25	W $\frac{1}{2}$ 40	30 00	1879
928	June 1870	—	Maiden Lane .	25	E $\frac{1}{2}$ 46	30 00	1880
929	June 1870	—	Maiden Lane .	25	W $\frac{1}{2}$ 46	30 00	1880
930	April 1870	883	Eighth	25	2	37 50	1880
931	June 1870	892	Eighth	25	2	37 50	1880
932	Feb. 1870	—	Maiden Lane .	25	E $\frac{1}{2}$ 44	30 00	1880
933	Aug. 1870	202	Jackson	25	13	120 00	1880
934	May 1870	892	Eighth	25	6	37 50	1880
935	April 1870	852	Seventh	75	9-10-11	157 50	1880
936	Oct. 1870	892	Eighth	25	3	37 50	1880
937	July 1871	654	Broadway	83.64	1-2-3	501 00	1881
938	April 1870	202	Jackson	25	7	120 00	1880
939	June 1870	—	Maiden Lane..	25	E $\frac{1}{2}$ 52	30 00	1880
940	April 1870	202	Jackson	25	5	112 50	1880
941	April 1870	202	Jackson	25	12	120 00	1880
942	Aug. 1870	204	Carondelet Av.	22.6	3	114 70	1880
943	Aug. 1870	204	Carondelet Av.	40	1-2	288 05	1880
944	Sept. 1871	118	Sixth	60	—	1200 00	1876
945	July 1868	391	Fifteenth	25	H	62 10	1876
946	May 1870	892	Eighth	25	4	37 50	1880
947	Dec. 1870	202	Jackson	25	6	120 00	1880
948	Nov. 1871	654	W. Mound	19	E pt 10	57 00	1881
949	April 1872	70w	Broadway	16.8	—	333 33	1877
950	April 1872	70w	Broadway	33.4	—	666 66	1877
951	April 1871	750	Ninth	15	S $\frac{1}{2}$ 24-25	33 75	1881
952	April 1871	750	Ninth	15	N 24-25	33 75	1881
953	April 1872	583w	Sixth	20	C	96 00	1878
954	Nov. 1871	587	Tenth	25	15	90 00	1881
955	June 1872	—	Near Fair G'd	2arp's	—	240 00	1877
956	July 1872	70w	Broadway	146	—	2348 50	1882
957	Oct. 1872	—	25th. s'vey3003	188	—	36 00	1882
958	Oct. 1872	—	25th. " "	188	—	144 00	1880
960	Dec. 1872	589	Twelfth	25	S $\frac{1}{2}$ A	90 00	1882
961	Dec. 1872	71w	Broadway	99.9	—	1000 00	1883
962	Mar'ch 1873	—	26th. s'vey3003	25	8	37 50	1882

LIST OF REAL ESTATE (CONTINUED.)

No. of Lease	Date of Lease.	Block	Street.	Feet Front.	Lot.	Annual Rent.	Expire
963	M'rch 1873	—	26th. s'vey3003	25	6	38 00	1882
964	M'rch 1873	893	Carondelet Av	25	18	67 50	1872
965	Jan. 1873	893	Seventh	25	8	50 00	1876
966	M'rch 1873	653	W. Mound....	18	18	50 00	1883
967	M'rch 1873	—	26th. s'vey3003	25	9	38 00	1882
968	Feb. 1873	583	Sixth.....	19.6	A	93 60	1878
969	Jan. 1873	592	Sixteenth.....	25	S ½ E	56 24	1883
970	June 1873	653	W. Mound....	17	Pt. 18-19	51 00	1883
971	May 1873	160	Fifth.....	—	6	360 00	1878
972	Oct. 1873	—	Malden Lane .	25	E ½ 40	30 00	1879
973	Dec. 1873	592	Fifteenth	45.5	—	136 24	1883
974	M'rch 1873	--	26th. s'vey3003	25	12	37 50	1882
975	M'rch 1874	47	Carondelet Av	25	6	75 00	1884
976	M'rch 1874	584	N. Seventh...	29.7½	A	148 12	1877
977	Jan. 1874	892	S. Seventh....	25	24	52 60	1880
978	M'rch 1874	60	N. Second....	38	—	300 00	1884
979	April 1874	—	Malden Lane .	25	E ½ 50	30 09	1883
980	April 1874	583 E	Broadway	20	Pt C	200 00	1879
981	M'rch 1874	1769 N	S. Second.....	50	—	25 00	1883
982	April 1874	85	Chesnut	24.6	C	1029 00	1884
983	May 1874	—	Malden Lane .	25	W ½ 52	30 00	1884
984	May 1874	—	Twenty-sixth.	25	3	40 00	1884
985	May 1874	—	Twenty-sixth.	25	14	40 00	1884
986	April 1874	—	Twenty-sixth.	25	4	40 00	1884
987	M'rch 1874	587	Tenth	30.5½	A	136 95	1884
988	M'rch 1874	202	Jackson	83.4	14, 15 & 16 } 26 to 34 }	1022 00	1884
	M'rch 1874	202	Columbus	121.4			
989	July 1874	sur 3003	Dickson	25	15	45 00	1884
990	May 1874	200	Columbus	61.6	15 & 16	184 50	1884
991	May 1874	200	Columbus	25	14	67 50	1884
992	Feb. 1874	651	W. Mound....	25	46	68 40	1884
993	Sept. 1874	589	Thirteenth....	25	S ½ E	75 00	1884

COURSE OF STUDY AND TEXT BOOKS

WITH

TABULAR VIEWS.

- I. Tabular View of Course of Study in the District Schools.**
- II. Remarks on the Course of Study.**
- III. Oral Lessons in Natural Science.**
- IV. Grube's Method in Arithmetic.**
- V. Course of German Instruction**
- VI. Course of Study in Normal School.**
- VII. Course of Study in High School.**
- VIII. Text Books used in the Public Schools.**

TABULAR VIEW OF STUDIES IN THE DISTRICT SCHOOLS,
Showing the Time of taking up each Book, and the Time allotted to it.

[illegible]

REMARKS TO TEACHERS
ON
THE COURSE OF STUDY.

The course of study exhibited in the following scheme receives slight modification from year to year, to adapt it to the actual average results attained. The following remarks and cautions are to be borne in mind while consulting it :

I. It is not intended as a fixed standard which all schools and classes are forced to follow. It does, however, represent the fair average labor of classes in the District Schools.

II. Schools in the centre of the city can perhaps do a little more than the amount laid down in the quarter, while those in the suburbs, where classification is imperfect and attendance irregular, may not be able to do so much.

III. If a teacher is not able to take her class over so much work as is laid down in the tabular view for a quarter, and so this thoroughly in ten weeks, it should be sufficient reason for an investigation on her part into the reasons therefor : so if the contrary occurs, and more work is done than is laid down for the time. Classes are not of uniform capacity ; neither do all teachers possess the experience and judgment requisite to assign lessons of proper length. The tabular view will assist such in regulating the daily tasks.

IV. Teachers in the same grade should make frequent comparison of their results with those obtained by others. The two visiting days allowed by the Board, if used by teachers in examining departments of the same grade, will furnish valuable

information respecting methods of attaining to the requisite thoroughness.

V. This comparison of results, and the securing of uniformity in the sets of text-books used by pupils who are transferred from one school to the same grade in another, are the chief advantages expected to be derived from grading and fixing the course of study. It furnishes a convenient scale of thirty-two degrees upon which are classified the pupils of our schools. Any grade may begin at any time in the year if a class is ready to enter it; no class need wait till the end of the quarter to commence another quarter's work if they are prepared for it.

That there should be uniformity in respect to the degree of progress required in other branches at the period of taking up any given study, is too obvious to need discussion.

FIRST YEAR OR GRADE.

LANGUAGE.

READING. *1st quarter (of ten weeks).* PHONETIC PRIMER, to page 25. *2d quarter:* Primer finished, and FIRST READER to page 21; punctuation marks carefully taught as they occur in the reading lessons. *3d quarter:* FIRST READER finished, and SECOND READER to page 89. *4th quarter:* SECOND READER completed.

SPELLING. *1st quarter:* by sounds exclusively for first three weeks; by sounds and names of letters afterwards. *2d quarter:* each word in the lesson spelled by sound and by

name of letter ; silent letters always designated by the pupil. *3d and 4th quarters* : the same.

WRITING. *1st quarter* : printing of phonetic characters and no script. *2d quarter* : writing of script on slate begun ; printing discontinued ; each pupil taught to write his name correctly with a pencil.

ARITHMETIC.

NUMBERS. *1st quarter* : pupils taught to count and write numbers up to 25—keeping progress with the paging of their lessons in the Primer ; to practice counting objects in the room. *2d quarter* : pupils taught to count as far as 100 ; also to practice according to the Grube method on numbers from 1 to 4, performing all the elementary operations—addition, subtraction, multiplication, division—upon these numbers until the pupil knows all the possibilities of combination with them. *3d quarter* : Roman notation as far as L ; Arabic notation and numeration to 1000 ; Grube method with numbers to 10. *4th quarter* : 25 pages of the “First Lessons in Numbers” completed, including addition and the use of the signs of + and =.

GEOGRAPHY.

In the 3d and 4th quarters oral instruction should be given on place and direction, commencing with familiar localities, and gradually leading the pupil to the idea of a map and relative size and distance.

NATURAL SCIENCE.

PLANTS, OR OUTLINES OF BOTANY. *1st quarter* : Flowers, their structure, color, perfume, habits and shapes. Inasmuch as the pupils of this grade enter school in the early fall or spring, their first quarter’s work can be illustrated directly from the garden. *2d quarter* : leaves, fruits, seeds :

shape, uses, sap, decay. *3d quarter*: buds, roots, their purpose: stalks and trunks, bark of plants, wood. *4th quarter*: circulation of sap, what is made from sap, sleep of plants, etc. Review of topics of the year.

 See special directions for teaching this branch.

DRAWING.

1st and *2d quarters*. Oral instruction definitions of lines: vertical, horizontal, and oblique. Definitions of angles: right, acute, obtuse. Dictation lessons of right lined figures. Free-hand outline from blackboard. All slate work. *3d* and *4th quarters*. Free-hand outline exercises from the Primary Manual, with occasional exercises from the blackboard. Definitions of lines, angles, triangles, squares, oblongs, diagonals, and diameters. Knowledge tested by analysis of forms drawn. Slate work; at intervals use trial paper. Pupils should draw by a uniform standard as regards size, the standard to be given out by the teacher, who will, at times, vary the standard, and require all to enlarge or diminish their pictures so as to adapt them to the new standard.

MUSIC.

Singing through the year three or four times per day. The aggregate time devoted to singing each day should not exceed fifteen minutes.

Instruction in the principles of music in the first year is confined to the following: Numbers at first, and afterwards the notes and staff to some extent. Whole scale used. Half and quarter notes and the corresponding rests. Intervals taught: from one to any other note in the scale up to five. Voices not tried above E of the fourth space. Dynamical marks taught as they occur in the lessons. Twenty new songs learned. No new songs taught except under the direction of the special music teacher.

N. B. Pupils should sit in correct position, avoid screaming, pronounce correctly, sing so as to express the sentiment of the piece.

PROGRAMME.

In this grade, reading and spelling should be allowed at least fourteen lessons per week. Printing or writing should be required in the preparation of each lesson in reading and spelling. Numbers should be taught in at least five separate lessons per week, besides the exercise of naming the number of the page in the reading lesson. Natural science demands one hour on Wednesday afternoon. Drawing, five lessons per week of 15 minutes each. Oral geography, two lessons per week.

The lessons in this grade should not exceed 15 minutes in length. The size of the class should not influence the length of the recitation.



SECOND YEAR OR GRADE.



LANGUAGE.

READING. *1st quarter*: THIRD READER to page 42; the introductory lesson on punctuation should be thoroughly learned. *2d quarter*: pages 43—84. *3d quarter*: pages 85—128. *4th quarter*: pages 129—157. The teacher should make it an invariable practice to question her pupils on the contents of the lesson at the beginning of the recitation, and any pertinent remarks or stories illustrative of the characters, objects or incidents treated of

should be introduced in the course of the recitation. Care should be taken, however, to call up the illustrations in subsequent lessons, and require the pupils to give an account of them.

SPELLING. By sounds and names of letters, designating silent letters as in previous grade.

WRITING. Script writing on slate continued. All the small letters and capitals taught. Exercises with a view to teach correct use of capitals, especially the capital I, the capitals in proper names and at the beginning of sentences.

ARITHMETIC.

FIRST LESSONS IN NUMBERS. *1st quarter* : to page 50, including subtraction and multiplication, with the signs — and \times . *2d quarter* : to page 70, completing multiplication and taking up division, with the sign \div . *3d quarter* : to page 80, continuing division, including the simplest fractions, Federal money and coins. *4th quarter* : PRIMARY ARITHMETIC to page 15, including notation and numeration of numbers to the place of millions; addition, mental and written. Roman notation continued to C.


GEOGRAPHY.

ORAL INSTRUCTION continued, with use of maps. *1st quarter* : locations; distances of familiar towns and cities. *2d quarter* : mountains, plains and rivers; location and extent. *3d quarter* : oceans and divisions of water; continents and divisions of land; *4th quarter* : shape of the earth, and principal political divisions of America and Europe. Careful selection made of the most important representative facts, and too many details avoided.

NATURAL SCIENCE.

ANIMALS, OR OUTLINES OF ZOOLOGY AND PHYSIOLOGY. *1st quarter* : blood, what it makes; how it is made. The ground,

what comes from it as food for animals ; stomach and teeth ; circulation of the blood. *2d quarter*: breathing ; brain and nerves ; use of the senses ; seeing ; protection of the eyes ; hearing ; smell ; taste ; touch ; the bones ; muscles. *3d quarter*: brains and nerves in animals compared with those in man ; limbs of animals and their uses ; the hand in man and its substitutes in animals ; what instruments and tools animals possess for attack and defense ; *4th quarter* : wings and fins ; clothing of man and animals ; wherein man is superior to animals ; intelligence of animals ; sleep, its uses ; death, what it is ; review of topics for the year.

 See special directions for teaching this branch.

DRAWING.

FIRST SERIES OF DRAWING CARDS. *1st and 2d quarters*: Free-hand outline from cards and blackboard. Card exercises from 1 to 14, first series. Memory and dictation lessons. Slate work, varied by use of trial paper at least once in two weeks. *3d and 4th quarters*: Free-hand outline from cards and blackboard. Card exercises 15 to 42, first series. Memory lessons. Drawing from dictation, simple exercises and variations from them. Practice in enlarging the figures, observing due proportion. Definitions of geometric forms practically acquired. Care taken to have all the pupils use the standard of measurement prescribed by the teacher for the lesson.

MUSIC.

Singing throughout the year, same as in previous grade. Twenty new songs learned under the direction of the special music teacher. Whole scale used ; special attention to rhythm. Whole, half, and quarter notes, and corresponding rests. Intervals from 1 to any other note in the scale up to 8. Voices not tried above E. Dynamical marks continued.

PROGRAMME.

In this grade reading and spelling should be allowed at least fourteen lesson per week. Writing should be required in the preparation of at least one lesson per day. Numbers should be taught in connection with the paging of the books and the numbering of the lessons, and also in one lesson per day additional devoted exclusively to the subject. Natural science, one hour, Wednesday afternoon. Oral geography, four lessons per week. Drawing, five lessons per week

Recitations in this grade should not exceed 20 minutes in length, nor fall short of fifteen minutes. Great care should be observed to hold the strict attention of the class during the entire recitation.

THIRD YEAR OR GRADE.

LANGUAGE.

READING. *1st quarter:* THIRD READER to page 192. *2d quarter:* THIRD READER finished, (page 242). *3d quarter:* FOURTH READER to page 40; continual reference should be made in each lesson in this reader to the treatise on marks and pauses, pages 8 and 9; also to exercise V, pages 24—28, errors in pronunciation; accent and inflection, pages 29—30, should be mastered and applied to each lesson. *4th quarter:* to page 91; the exercises in spelling, definition and pronunciation at the beginning of each lesson should be thoroughly learned.

SPELLING, by sound and by letter, with designation of silent letters as in previous grades. The words to spell should be

selected chiefly from the reading lessons. Whenever a new or difficult word is encountered in any lesson, oral or otherwise, it should be written on the board, and the pupils required to copy it.

WRITING. Copy-book No. 1 taken up in the first quarter and completed in the third quarter; copy-book No. 2 used for the fourth quarter. Dictation exercises once per week for the sake of teaching a correct use of capitals, punctuation, indenting at the beginning of a sentence, proper margin to be left, etc.

ARITHMETIC.

PRIMARY ARITHMETIC. *1st quarter:* to page 46, including addition and subtraction, both mental and written. *2d quarter:* to page 74; subtraction finished, multiplication begun. *3d quarter:* to page 100; multiplication finished, division begun. *4th quarter:* to page 124, division completed; matter on pages 149 to 153 learned in this grade.

GEOGRAPHY.

PRIMARY GEOGRAPHY. *1st quarter:* to page 19, including plains, deserts, oases, hills, mountains, volcanoes, valleys, springs, rivers, lakes, waterfalls, continents, islands, peninsulas, isthmuses, seas, gulfs, straits, oceans, maps, compass, shape of the earth, its size and motions, parallels, meridians, etc.; the greatest care taken to develop in the minds of the pupils clear conceptions of the meaning of the technical terms used in geography; conversations on the pictured illustrations in the book. Without a knowledge of the technics the pupil cannot acquire scientific information in geography; hence much oral instruction must be given with a view to making clear the various terms and teaching accurate definitions of them. In the previous grade the oral instruction was intended to give the pupil general impressions of the topics of geography; in this grade accurate knowledge should begin to take the place of gen-

eral impressions. *2d quarter*: to page 35, including climate, plants and animals of the different climates, races of men, states of society, occupations; description of the western and eastern hemispheres, the oceans, and North America. *3d quarter*: to page 49, including the map of North America, description and map of the United States, New England and Middle States. *4th quarter*: to page 61, including the description and maps of the Southern and Western States.

NATURAL SCIENCE.

ELEMENTS OF PHYSICAL NATURE. *1st quarter*: air, wind; flying and swimming compared; pressure of the air; pumps, barometer, air-pumps, pop-guns; gases distinguished from liquids; gunpowder. *2d quarter*: balloons; bubbles; heated air; chimneys; draft and ventilation; uses of water; water level, pressure of water; attraction in solids and in liquids. *3d quarter*: water in the air, clouds, snow, frost and ice; heat and cold; communication or conduction of heat; effects of heat; steam; light; color electricity; magnetism. *4th quarter*: gravitation; motion of the earth; friction; review of the year's work.

 See special directions for this branch.

DRAWING.

1st and 2d quarters. Second series of cards: Exercises 1 to 14; memory and dictation lessons; variation of figures and simple designs; slate work varied by frequent use of trial paper; definitions of simple and compound curves, base, altitude, circles, circumference, diameter, etc. *3d and 4th quarters*: Card exercises 15 to 42; exercises from memory, dictation, and design, definitions and illustrations of geometrical plane figures, as rhombus, rhomboid, etc. Use trial paper frequently, as a preparation for drawing in the books the following year.

MUSIC.

Singing throughout the year 15 minutes each day. Twenty new songs learned, and exercises in one or two parts, under the direction of the special music teacher. Scale carried to the third above. Whole, half, quarter, and eighth notes; corresponding rests; accidentals taught. Intervals from 1 to 10. Major and minor thirds introduced. Voices not tried above F. Dynamical marks.

PROGRAMME.

Reading and spelling in this grade allowed at least ten lessons per week. Writing in copy-book five lessons per week. Dictation once per week. Arithmetic five lessons per week. Geography five lessons per week. Drawing five lessons per week. Natural science one hour on Wednesday afternoon. Recitations twenty minutes in length.



FOURTH YEAR OR GRADE.

LANGUAGE.

READING. *1st quarter*: FOURTH READER to page 134, (see directions of previous grade, 3d quarter.) *2d quarter*: same reader continued to page 171. *3d quarter*: same reader to page 208. *4th quarter*: same reader to page 242, finished. Constant attention to punctuation, accent, inflection, emphasis and correct pronunciation. Definitions

and illustrations of new or difficult words (required in the pupil's own language). Explanations of historical, biographic or scientific allusions to be given by the teacher, and reviewed in subsequent recitations.

SPELLING, by sound and by name of letter, with designation of silent letters, as in previous grades. The spelling book taken up. Only the words printed in italics in the exercises of the book used for spelling purposes, except a dictation exercise once per week, in which the pupil writes whole sentences. The words of the reading lesson to be spelled orally in connection with the reading lesson, as before; the lesson from the speller to be written. New or difficult words occurring in any lesson (especially, geography, arithmetic, or natural science) to be written on the board and copied by the pupils. See tabular view.

WRITING. *1st and 2d quarters:* copy-book No. 2 completed. Copy-book No. 3 used during *3d and 4th quarters*. In the dictation exercise above alluded to, the use of capitals, punctuation, etc., should be carefully criticised.

ORAL GRAMMAR. Distinctions of subject and predicate, noun and verb, in simple sentences.

ARITHMETIC.

INTERMEDIATE ARITHMETIC. *1st quarter:* to page 49, including notation, numeration and addition (omitting unsuitable problems at pages 37—41 and 47—48); careful use of review questions on definitions and principles; the teacher to select and mark the most useful examples and review them frequently. *2d quarter:* to page 96, including subtraction and multiplication. *3d quarter:* to page 129, including division; special attention given to the mental exercises; review questions used frequently. *4th quarter:* to page 159, including United States money, with practical examples under each of the elementary rules, and bills; the subject of bills should be reviewed at least three times, or until thoroughly mastered. Test problems to be selected and marked

by the teacher, and frequently reviewed; if the examples are found too numerous, the least important ones may be omitted.

INTELLECTUAL ARITHMETIC. *1st quarter*: pages 1—16, addition. *2d quarter*: pages 17—35, subtraction and multiplication. *3d quarter*: pages 36—47, division. *4th quarter*: pages 48—56, reduction.

GEOGRAPHY.

PRIMARY GEOGRAPHY. *1st quarter*: to page 73, including the description and maps of South America and Europe. *2d quarter*: to page 85, including the description and maps of Asia, Africa, and Oceanica. *3d quarter*: COMMON SCHOOL GEOGRAPHY, to page 17, including definitions and illustrations of the elementary ideas of geography, mathematical, physical and political, as a preparation for the proper study of descriptive geography: shape of the earth, proofs; motions of the earth, inclination of axis, points of compass, circumference, diameter, circles of latitude and longitude, method of locating places, zones and their seasons, day and night; maps, globes, charts and their use; divisions of land and its surface; divisions of water; technical terms used in treating of lakes and rivers; climate, vegetation, animals, races of men; states of society, government, religion, branches of industry. *4th quarter*: to page 29, including description and maps of the hemispheres, North America and the United States; (description includes ^(a) outline, ^(b) surface, ^(c) rivers and lakes, ^(d) political divisions; *detailed treatment of each division in regard to*, ^(e) climate, ^(f) vegetation, ^(g) animals, ^(h) inhabitants; *who are treated in detail in regard to*, ⁽ⁱ⁾ government, ^(j) religion, ^(k) education, ^(l) history; *the special treatment of the several minor subdivisions embraces an account of* ^(m) productions, ⁽ⁿ⁾ towns.)

NATURAL SCIENCE.

BOTANY, more systematically studied. *1st quarter*: modes of

studying parts of plants ; leaf, stem, inflorescence, flower, root, seed, woody plants, fruit, illustrated by familiar examples. *2d quarter* : the differences in species of TREES ; their habits, place of growth and use to man ; pine, cedar, willow, oak, beech, maple, walnut, hickory, sycamore, ash, poplar, birch, (what “deciduous” and “evergreen” signify,) magnolia, live oak, honey-locust, banyan, laurel, mosses. *3rd quarter* : FOOD PLANTS : 1, wheat, barley, oats, rye, Indian corn, rice ; 2, potatoes, yams, beets, turnips, onions, beans, peas ; 3, apples, peaches, pears, plums, cherries, oranges, bananas, lemons, bread-fruit, dates, pine-apples, figs, grapes ; 4, sago, tapioca, sugar-cane, cocoa-nut, palm (its various uses) ; 5, pepper, cinnamon, cloves, nutmegs, vanilla ; 6, tea, coffee, cocoa, maté ; 7, Irish moss. *4th quarter* : PLANTS USEFUL IN THE ARTS : 1, indigo, logwood ; 2, olive (oil), flaxseed (oil), pine, turpentine, resin, tar ; 4, caoutchouc, gutta percha ; MEDICINAL PLANTS AND STIMULANTS : sarsaparilla, cinchona (quinine), aloe, tobacco, opium, rhubarb ; PLANTS VALUABLE FOR CLOTHING ; cotton, flax, hemp.

 See special instructions for teaching this branch.

DRAWING.

1st and 2d quarters : Free-hand book No. 1 ; memory, dictation and blackboard drawing (blank pages to be used for dictation exercises, and original straight line combinations, or variations of figures already given) ; teacher placing a figure before the pupil, and requiring an original variation of it, or referring to figures drawn before, or by placing several figures before the pupil, require an original combination by selecting parts from the several wholes, and combining them to form a new whole different from either. All designs to be made on paper and approved by teacher. Review geometrical definition of lines, angles, triangles, quadrilaterals, diameters, diagonals, etc., as far as is necessary for purpose of clear dictation and analysis. *3d and 4th quarters* : Free-hand book No. 2, exercises from memory

and in dictation and design, with occasional blackboard drawing, blank pages to be filled with designs, applying the knowledge gained of abstract curves and conventional forms; definitions of simple and compound curves; base and altitude of circle and its parts—circumference, radius, diameter, semi-circle, quadrant, segment, chord, arc, tangent, etc.

MUSIC.

Singing throughout the year fifteen minutes per day. Twenty new songs learned, in one and two parts, under the direction of the special music teacher; scale carried to the fourth above; whole, half, quarter and sixteenth notes and corresponding rests; intervals, major and minor thirds, continued; voices not tried above F; transpositions commenced, keys of C, G, D, F; dynamical marks.

PROGRAMME.

Reading allowed five lessons per week. Written spelling four lessons per week. Writing in copy-book, five lessons per week. Arithmetic (written), five lessons per week. Mental arithmetic, four lessons per week. Geography, five lessons per week. Oral grammar allowed three lessons per week. Natural science, one hour on Wednesday afternoon. Drawing, four lessons per week. Recitations should not exceed twenty-five minutes in length.

FIFTH YEAR OR GRADE.

LANGUAGE.

READING. *1st quarter*: FIFTH READER, to page 77. *2d quarter*: to page 122. *3d quarter*: to page 160. *4th*

quarter: to page 198. Constant attention paid to punctuation, accent, inflection, emphasis and correct pronunciation. One lesson per week devoted to the elocutionary exercises on pages 9—36, especially to the correct rendering of the passages there given, but not to the memorizing of the definitions and rules. In this grade more should be required of the pupil in the matter of explaining historical, biographical, scientific, and other allusions in the reading lesson. But the teacher should explain freely, as in the previous grade, requiring the pupil to reproduce the explanations given in subsequent recitations.

SPELLING, by sound and by name of letter, with designation of silent letters in the short oral spelling lesson that should still accompany the reading lesson (including the words defined at the beginning and those marked thus †). But written spelling lessons should be taken from the spelling book; words selected from the sentences given to illustrate the meaning. A dictation exercise once per week. Difficult words that occur in arithmetic, geography, or natural science to be noted and written on the board and spelled once per week. See tabular view for amount gone over.

ORAL GRAMMAR. The modifiers of the subject and predicate; the adjective, adverb, and the pronoun; correction of errors in speech or writing.

WRITING. Copy-books No. 3 and No. 4 completed.

ARITHMETIC.

INTERMEDIATE ARITHMETIC. *1st quarter*: to page 179, including practice in United States money; miscellaneous practice involving previous rules; review questions (to be used frequently); English money, with its reduction, ascending and descending. *2d quarter*: to page 210, including troy weight, avoirdupois weight, apothecaries' weight and fluid measure, scale of comparison of weights, long measure, cloth measure, miscellaneous linear measure, surveyors' measure, square measure, surveyors' square measure, with practice in reduction under each table. *3d*

quarter: to page 246, including cubic measure, liquid measure, dry measure, measure of time, circular measure, miscellaneous tables, with practice in reduction under these tables and general practice in the four fundamental rules applied to compound numbers, and examination questions on the principles gone over (to be used frequently). *4th quarter*: to page 279, including an outline of fractions and simple interest. Test problems to be selected by the teacher from the book and frequently reviewed.

INTELLECTUAL ARITHMETIC. *1st quarter*: review of division and reduction, pages 36—56. *2d quarter*: pages 57—66; fractional parts. *3d quarter*: pages 67—76; reduction of fractions. *4th quarter*: pages 77—86; mixed numbers.

GEOGRAPHY.

COMMON SCHOOL GEOGRAPHY. *1st quarter*: to page 46, including description and maps of New England, Middle, Southern and Western sections, including the tier of States bordering on the west bank of the Mississippi River, and all the States east of it. *2d quarter*: to page 59, including description and maps of the Territories and States west of the tier of States on the right bank of the Mississippi River, and the commercial avenues of the United States with map; description and maps of British Provinces, Mexico, Central America, and the West Indies; special attention should be given to the commercial map, and the general review questions should be frequently used. *3d quarter*: to page 71, including description and maps of South America, Europe, and details of Great Britain and Ireland. The details of European geography are next in importance to those of the United States, and should be thoroughly learned and frequently reviewed. *4th quarter*: to page 85, including detailed description and maps of western and central Europe and of Asia.

NATURAL SCIENCE.

ZOOLOGY, PHYSIOLOGY, AND HYGIENE. *1st quarter*: classi-

fication of ANIMALS, their differences and resemblances.

I. *Vertebrates*: *A. Mammals*: *a*, orang-outang, monkey; *b*, bear, cat, dog, lion, panther, tiger, cougar, wolf, leopard; *c*, kangaroo, opossum; *d*, beaver, squirrel, rat, mouse; *e*, sloth, ant-eater; *f*, elephant, rhinoceros, hippopotamus, horse, hog; *g*, camel, llama, camelopard, deer, goat, ox, sheep; *h*, whale, dolphin, walrus, porpoise, seal.

B. Birds: *a*, vulture, eagle, hawk, owl; *b*, parrot, woodpecker, cuckoo, toucan; *c*, lark, robin, swallow, sparrow, mocking-bird; *d*, domestic fowl, quail, pigeon, peacock, turkey, partridge; *e*, ostrich, stork, crane, duck, swan, penguin, goose, pelican. *2d quarter*: classification of animals continued.

C. Reptiles: *a*, lizard, crocodile, alligator; *b*, toad, frog, turtle; *c*, rattlesnake, boa constrictor, python, cobra. *D. Fishes*: pike, salmon, cod, mackerel, shad, shark, flying-fish, cat-fish, trout, herring, sardine.

II. *Molluscs*: oyster, clam, pearl oyster, snail. III. *Articulates*: lobster, craw-fish, worm, spider, insect (honey-bee, silkworm, cochineal, fly, wasp, butterfly, etc.)

IV. *Radiates*: corals, animalcules. *3d quarter*: PHYSIOLOGY AND HYGIENE: 1, bones (preservation of the teeth); 2, skin (its membranes, pores, perspiration, cleanliness); 3, flesh (fat, muscles, tendons); 4, circulation of blood (veins, arteries, the heart); 5, breathing (lungs, effect on the blood); 6, digestion (chyme, chyle, food and drink). *4th quarter*: physiology and hygiene continued: 7, nerves (brain, five senses, and how to use them); 8, voluntary and involuntary motion, effect of exercise; 9, sleep, disease, death; 10, proper and improper hygienic habits (eating, drinking, sleeping, exercise, bathing, sitting in a draft of air, tight lacing, cramping the lungs, breathing pure air, keeping the feet warm and head cool, etc.)

 See special directions for teaching this branch.

DRAWING.

Free-hand book, No. 3, alternating with geometrical No. 1; memory and dictation lessons; designs on blank pages

of Free-hand book should be made illustrative of the principles which underlie it, as symmetry, conventionalism, breadth. repose, etc.

MUSIC.

Singing throughout the year, fifteen minutes per day. Twenty new songs learned under the direction of the special music teacher ; scale carried to the fourth above ; chromatic intervals ; voices not above F ; transposition continued, keys of A, E, B \flat , E \flat ; dynamical marks.

PROGRAMME.

Reading allowed five lessons per week. Written spelling, four lessons per week. Writing in the copy-book, five lessons per week. Arithmetic, written, five lessons per week ; intellectual, four lessons per week. Geography, five lessons per week. Oral grammar, three lessons per week. Natural science, one hour on Wednesday afternoon. Drawing, four lessons per week.

Recitations should not exceed twenty-five minutes in length.



SIXTH YEAR OR GRADE.

LANGUAGE.

READING. *1st quarter* : FIFTH READER, to page 233. *2d quarter* : to page 270. *3d quarter* : to page 305. *4th quarter* : to page 338. One lesson per week should be devoted to the elocutionary exercises (page 9 to 36), especially to the acquirement of the principles there laid down. Same general directions as in the previous grade.

SPELLING by sound and name of letter, with designation of silent letters in the oral spelling lessons that should precede the reading lesson. The words defined at the beginning of the lesson and the words throughout the reading lesson that are marked with a † should be spelled. **WRITTEN SPELLING** lessons from the spelling book; words selected from the sentences there given to illustrate the meaning. *1st quarter*: to page 90. *2d quarter*: to page 130. *3d quarter*: to page 137, including all of the "words difficult to spell." *4th quarter*: to page 177, omitting all except pages 148 to 154, and 162 to 167, and 173 to 177. The pupils should learn to spell or write out the full word when the teacher gives out the abbreviation, and to spell and translate the foreign words and phrases. A dictation exercise should be given once in two weeks or oftener. Difficult words that occur in arithmetic, geography, grammar, or natural science should be noted and written on the blackboard and spelled once per week.

ORAL GRAMMAR. *1st quarter*. number, person, gender and case of nouns and pronouns. *2d quarter*: number, person, voice, tense, mode, and form of the verb. *3d quarter*: adjectives and adverbs, comparison, prepositions, conjunctions and interjections. *4th quarter*: syntax; agreement of the verb, of the relative pronoun, of the possessive and objective cases; classes of sentences.

ARITHMETIC.

PROGRESSIVE PRACTICAL ARITHMETIC. *1st quarter*: pages 7—63, including Roman and Arabic notation, numeration, addition, subtraction, multiplication, and division. *2d quarter*: pages 64—98, including factoring, prime numbers, cancellation, greatest common divisor, least common multiple, classification of numbers, reduction and addition of fractions. *3d quarter*: pages 98—130, including subtraction, multiplication and division of fractions; notation, numeration and reduction of decimals, etc. *4th quarter*: pages 131—164, including operations with decimal currency, bills, re-

duction of English money, troy weight, apothecaries' weight, avoirdupois weight, long measure, square measure, surveyors' long measure and square measure ; review with test questions as in previous grade.

INTELLECTUAL ARITHMETIC. *1st quarter* : pages 87—96, division of fractions. *2d quarter* : pages 97—106, fractional parts. *3d quarter* : pages 107—117, fractional operations, ratio and proportion. *4th quarter* : review of fractions, pages 57—86.

GEOGRAPHY.

COMMON SCHOOL GEOGRAPHY. *1st quarter* : to page 96, including description and maps of Africa and Oceanica, together with the ocean commerce of the world. *2d quarter* : review to page 33, including the technical elements of geography, and a description of the hemispheres, North America, the United States, and New England. *3d quarter* : to page 65, including description and maps of the Middle, Southern, and Western States, together with the British Provinces, Mexico, Central America, the West Indies and South America. *4th quarter* : to page 96, including description and maps of Europe, Asia, Africa, and Oceanica.

In the review of the geographical course, special attention should be paid to the maps and the map questions ; quite as much time should be given to them in the aggregate as to that part of the book containing the text.

NATURAL SCIENCE.

PHYSICS AND ASTRONOMY. *1st quarter* : PHYSICS : 1, gravitation and pressure (weight, pump, barometer, pendulum) ; 2, cohesion (glue, paste, mortar, cement, etc.) ; 3, capillary attraction (lamp-wick, sap, sponge, sugar, etc.) ; 4, mechanical powers (lever, pulley, inclined plane, wedge and screw—friction). *2d quarter* : physics continued : 5, heat (sun, combustion, friction, effect on bodies, steam, thermometer, conduction, clothing, cooking, etc.) ; 6, light

(sources, reflection, looking-glass, refraction, spectacles, microscope, prism, telescope, effect on growing bodies, photograph); 7, electricity (lightning, sealing-wax experiments, etc.); 8, magnetism (mariner's compass, horse-shoe magnet, telegraph). *3d quarter*: ASTRONOMY: 1, stars (some idea of size and distance); 2, solar system, *a*, sun (sources of light and heat, its size, spots), *b*, planets (their relative distances from the sun, Venus and Jupiter, morning and evening stars, Saturn and his rings), *c*, satellites or moons (number of them). *4th quarter*: astronomy continued: *d*, comets, *e*, orbits (or paths of planets, moons, and comets), *f*, eclipses (of sun, of moon), *g*, seasons, *h*, phases of moon.

 See special directions for teaching this branch.

DRAWING.

Free-hand book No. 4, and Geometrical No. 2; blank pages of Free-hand book to be filled as before. If not already given, some knowledge of historical ornament should be introduced while using this book.

MUSIC.

Singing throughout the year fifteen minutes per day. Twenty new songs, in one and two parts, taught by the special music teacher. Scale to five above. Chromatic intervals continued. Voices not above G. Transposition continued through all the major keys. Dynamical marks.

PROGRAMME.

Reading allowed five lessons per week. Written spelling, including dictation exercise, four lessons per week. Writing in copy-book, five lessons per week. Arithmetic, written, five lessons per week; intellectual, four lessons per week. Geography, five lessons per week. Oral Grammar, three lessons per week. Natural science, one lesson per week, Wednesday, P. M. Drawing, two lessons per week, alternating with writing. Recitations should not exceed thirty minutes in length.

SEVENTH YEAR OR GRADE.

LANGUAGE.

READING. *1st quarter*: SIXTH READER, pages 61—106, selections to be made and practiced thoroughly. The notices of authors given at the beginning of each lesson should be carefully learned. One lesson per week should be devoted to the chapter on articulation, in the principles of elocution, pages 15—60. *2d quarter*: pages 107—154; selections as before; one lesson per week on “inflections,” pages 23—39. *3d quarter*: pages 155—179; selections as before; one lesson per week on accent and emphasis, pages 39—45. *4th quarter*: pages 180—211; selections as before; elocution, one lesson per week; instructions for reading verse, pages 45—51.

WRITING. The boys are to use copy-book No. 6 in this grade—the girls to use No. 8.

SPELLING, oral and written, with selected list of words; an exercise in defining with use of dictionary, once in two weeks throughout the grade.

ANALYSIS. *1st quarter*: pages 9—27, together with appendix, to lesson VII, including the proposition, principal elements and the number, gender, person, and case of the subject. *2d quarter*: pages 28—56, and lessons VII—XI appendix, including modifications of the predicate: 1, predicate nominative, 2, predicate adjective, 3, number and person, mode and tense of the verb; together with the adjective elements, *3d quarter*: pages 56—83, and lessons XII—XV appendix, including the objective element, the adverbial elements of place, time, cause, and manner, interjections and case independent, complex elements and compound elements. *4th quarter*: review.

ARITHMETIC.

PROGRESSIVE PRACTICAL ARITHMETIC. *1st quarter*: pages 165—195, including reduction of cubic measure, liquid measure, time, circular measure, etc., of denominate fractions, together with elementary operations on compound numbers. *2d quarter*: pages 195—224, including operations in longitude and time, duodecimals, percentage, commission and brokerage, and stock jobbing. *3d quarter*: pages 225—246, including gold investments, profit and loss, insurance, custom house business, and simple interest. *4th, quarter*: review of the year's work.

INTELLECTUAL ARITHMETIC. *1st quarter*: review pages 87—117. *2d quarter*: pages 118—128, percentage. *3d quarter*: pages 129—136, interest. *4th quarter*: pages 137—144.


GEOGRAPHY.

Topical review of geography, during the first and second quarters; consecutive review during the third and fourth quarters. In the topical review, first take the technical elements, such as latitude, divisions of land or water, climate, races, productions, etc., and apply it exhaustively to the different localities, as learned in descriptive geography. For example, ask for the salt lakes of the entire world, the mountain chains of both hemispheres, all the localities that produce cotton or wheat, all the countries where the camel is found, or the elephant, etc. This species of topical review makes the knowledge gained in the study of descriptive geography ready at command.

NATURAL SCIENCE.

OUTLINES OF PHYSICAL GEOGRAPHY. *1st quarter*: **GEOLOGY**: structure of land, form of continents, islands, mountains and valleys, plateaus, plains, volcanoes, and earthquakes. *2d quarter*: **THE WATER**: springs, rivers, lakes, the ocean, tides, waves, winds, currents, relation to commerce

and climate. *3d quarter*: METEOROLOGY: the atmosphere, temperature, the winds, moisture of atmosphere, dew, fogs, rain, snow and hail, climate, electrical and optical phenomena of the atmosphere. *4th quarter*: ORGANIC LIFE: botany, zoology, ethnography, relation of plants, animals and men to their place of abode.

 See special direction for teaching this branch.

DRAWING.

Free-hand book No. 5 and geometrical No. 3. Blank pages of Free-hand book to be filled as before, but more accurate and elaborate work required in dictation and design.

MUSIC.

Singing throughout this grade fifteen minutes per day. Twenty new songs in one, two, and three parts, learned under the direction of the special music teacher. Scales and chromatic intervals continued. Voices not tried above G. Transposition into minor keys. Dynamical marks. Constant review of musical technics.

PROGRAMME.

Reading, five lessons per week. Written spelling, four lessons per week. Writing in copy-book, five lessons per week. Arithmetic, written, five lessons per week; intellectual, four lessons per week. Geography, four lessons per week. Grammar, five lessons per week. Natural science, one hour per week, Wednesday, P. M. Drawing, two lessons per week, alternating with writing. Recitations in this grade should not exceed thirty minutes in length.

EIGHTH YEAR OR GRADE

LANGUAGE.

READING. *1st quarter:* SIXTH READER continued: pages 212—262. Selections made from these pages and practised assiduously. Chapter V., on the voice, pages 51—57, studied. *2d quarter:* pages 263—331. Selections. Elocution; gesture; pages 57—59. *3d quarter:* pages 331—400. Selections; review of the elocution, pages 15—60. *4th quarter:* pages 401—460. Selections. All pieces too difficult for the classes to comprehend, or not adapted to interest them, should be omitted.

WRITING. The boys to use copy-book No. 7, and the girls to use No. 9 in this grade.

SPELLING, oral and written, from selected list. Exercise in defining, with use of dictionary, once in two weeks throughout this grade.

ANALYSIS. *1st quarter:* pages 84—102, including elements of the second class—the phrase used as subject, as predicate, as adjective element, and as objective element. *2d quarter:* pages 102—116, including second-class¹ adverbial elements of place, time, cause, and manner, complex elements. *3d quarter:* pages 117—126, and review. *4th quarter:* review.

ARITHMETIC.

PROGRESSIVE PRACTICAL ARITHMETIC. *1st quarter:* pages 247—271, including partial payments, and omitting all rules except the court and United States rules, compound interest, discount, banking, exchange. *2d quarter:* pages 271—293, including equation of payments, ratio, proportion. *3d quarter:* pages 294—328, including partnership, analysis, (omit allegation) square root, and cube root.

4th quarter : pages 328—344, including arithmetical and geometrical progression, mensuration, and miscellaneous problems.

INTELLECTUAL ARITHMETIC. *1st quarter* : review of percentage and interest; pages 118—144. *2d quarter* : review, topical, including fractions, percentage, and interest.

GEOGRAPHY.

Topical review of geography for *2d* and *3d quarters* of this grade, taking up all the subjects treated in the common school geography, in the manner described for the previous grade.

HISTORY.

HISTORY OF THE UNITED STATES. *1st quarter* : pages 7—49, including the discoveries made by the Spanish, French and English, the claims founded on these, the aborigines, a view of contemporary chronology; the settlements of Virginia, Massachusetts, New Hampshire and Connecticut. *2d quarter* : pages 50—99, including the settlements of Rhode Island, New York, New Jersey, Delaware, Maryland, Pennsylvania, North and South Carolina; French settlements and claims in America, social condition of the colonies in 1687; chronology; settlement of Georgia, French and Spanish settlements in Florida and the Central Plain; inter-colonial wars—King William's, Queen Anne's, Spanish, King George's, French and Indian; social condition of the colonies in 1763; chronology. *3d quarter* : pages 101—163; the revolution—its causes, progress of the war, Declaration of Independence, adoption of Articles of Confederation, treaty with France, capture of Burgoyne and Cornwallis; adoption of the Federal Constitution, social condition of the United States in 1787; chronology; Washington's administration. *4th quarter* : the Constitution of the United States.

The teacher will take pains to give the pupils a clear idea of the relation of American history to European, as well as of the

inter-relation of events here; the relation in which the great monarchies of Europe—Spain, France, and England—stood to each other in the period of discoveries, and the great awakening going on at that time in Europe in connection with the discovery and use of printing, gunpowder, revival of the study of the Greek and Latin classics, etc. The feuds of these nations mentioned were transplanted to this soil by their colonies and finally produced the collisions which are called the “Inter-colonial wars.” The Spanish discoverers and settlers came to the tropical regions and were mostly adventurers in search of gold; they settled about the Gulf of Mexico, the Mediterranean Sea of this hemisphere. The French discoverers and settlers came to the Great Central Plain, entering it on the north through the valley of the St. Lawrence, and on the south through the Mississippi Valley, and after a while connecting the two extremities, north and south, with a line of forts and trading posts extending from Montreal to New Orleans; the French were chiefly hunters and traders with the aborigines. The English discoverers and settlers came to the Atlantic slope, moved by various motives, chiefly by desire of freedom from oppression of one sort or another; these are the important facts, and should be discussed in all lights; the epochs of English colonial history turn on events that forward the independence of the colonies from Europe, and union among themselves; this gives importance to their charters, to the growth of their legislative assemblies, to their leagues for defense, to their resistance to attempts of the home government to make them tributary to its support, to their insurrections against the arbitrary power of the royal governors. The extension of the English settlements precipitates war with the Spanish settlements on the south, and with the French on the north; and finally the outgrowth pushes into the Central Plain, and the contest for its possession takes the form of the French and Indian war. The reflex action of the inter-colonial wars upon the colonists in uniting them is to be studied as preparing the way for the Revolution.

The strategic points of the country should also be discussed; these are points which command the natural avenues of transit from one region to another. Such, for instance, are Ticonderoga and Crown Point, at the change of navigation from the Hudson

to Lake Champlain; Niagara, at the change from Ontario to Erie; Detroit, at the passage from Erie to Huron: New York, at the entrance of the Hudson and the Sound; Philadelphia, at the head of the Delaware; Pittsburgh, at the head of the navigation of the Ohio; Louisburgh, at the entrance to the St. Lawrence. It is at first difficult to understand that the lines of access to a country, especially a new one, are very few, and easily closed by forts at well-selected points. Great cities are situated at the points where all the lines of communication from the country and minor towns converge. Hence communication from one secondary place to another lies through the metropolitan city; hence too, the conquest of the large cities controls the places on the converging lines that centre in those cities. The plan of the British campaigns in America must be studied with reference to these strategic points; also the location of the camps of the American army. The Articles of Confederation must be sharply contrasted with the Constitution. Washington's administration should be carefully studied in order to understand the formation of the executive departments of the cabinet, as well as the settlement of important boundary questions.

The Constitution should be studied in order to fix in the mind of the pupil the fundamental type of popular government, and, likewise, to make him familiar with what is called "legal style." The triune form of our government is copied in the municipal organizations. Each department is co-ordinate and independent in its origin; each is charged with a limited portion of the entire governmental act; the whole function of government legislates, judges, and executes—makes the law, applies it to the particular case, and punishes. The departments are separated, so that no trace of personal prejudice may enter and influence its action. The law maker would, in many cases, swerve from clear insight into the general principles of justice if he had before his mind vivid pictures of special cases which came before him as judge or executive. The judge would be looked upon by the criminal as personal avenger if he made the law by which he condemned the guilty; the executive officer is freed from the imputation of personal spite on the ground that he neither made the law nor convicted the criminal under it; he performs an

almost mechanical duty prescribed by the law and court. The same advantages appear still more strikingly in civil cases. In the style of the constitution, the pupil will learn to see the difference between sentences that indicate or suggest ideas, but which allow different interpretations, and those sentences which are framed to express explicitly all that they mean, and are capable of only one interpretation. The "legal style" has been in process of formation since the early days of Rome, a period of two and a half thousand years. Its peculiarity consists in the use of synonyms and repetitions, so arranged that every pronoun is definitely related to its antecedent, and every object so described, by repeating its various designations, that there can be no ambiguity about it. At first sight, the legal style seems mere pedantry and verbiage; a close study shows that its repetitions are necessary, for the reason that the law must talk the language of those who are to obey it, and hence would be imperfect unless it used all the designations by which an object is known in the country. Moreover, there is a mutually restrictive effect of one synonym upon another: "end" means a great many things besides "aim," and "aim" means many things besides "end;" but "end and aim" conveys most accurately the idea of "final cause," wherein they are identical. Neither latitude nor longitude defines places accurately, but latitude and longitude together locate precisely. It is very important that each pupil, on leaving the district schools, has the general outlines of organic law deeply and clearly impressed on his mind, and that he is somewhat familiar with the legal style. His duties as an American citizen demand this. The powers of the general government and the powers reserved by the states, the jurisdictions of the courts, the qualifications of the members of the different branches and departments, the modes of amending the constitution, admission of states, foreign treaties, etc., are the salient points with which he should be familiar. The correspondence of the different branches and departments, with the same in state and municipal governments, should be pointed out to the pupil, and frequently recurred to in the reviews.

NATURAL SCIENCE.

OUTLINE OF NATURAL PHILOSOPHY (OR PHYSICS), as illustrated in familiar objects. *1st quarter:* matter and its properties: force, molecular forces, gravitation and weight, specific gravity, center of gravity, motion, action and reaction, compound motion. *2d quarter:* machinery: friction, strength of materials, use of materials in construction, hydrostatics and capillary attraction, hydraulics, pneumatics, acoustics. *3d quarter:* heat, and its sources, communication and effects; steam engine; warming and ventilation; meteorological instruments, thermometer, barometer, hygrometer, rain-gauge, anemometer; classes of clouds; classes of winds: meteors and aerolites; aurora borealis; halos; circulation of water through the process of evaporation, clouds, rain, springs, rivers, ocean, etc. *4th quarter:* light: sources; reflection; prismatic spectrum; structure of the eye; optical instruments, telescope, microscope, etc.; electricity; magnetism; electro-magnetism; telegraph.

 See special directions for teaching this branch.

DRAWING.

Free-hand book No. 6, and Geometrical No. 4 completing both series.

MUSIC.

SINGING throughout this grade fifteen minutes per day. Twenty new songs in one, two, and three parts, learned under the direction of the special music teacher; scales and chromatic intervals; voices not above G; transposition in minor keys continued; dynamical marks.

PROGRAMME.

Reading, four lessons per week. Written spelling, three lessons per week. Writing in copy-book, five lessons per week. Arithmetic, written, five lessons per week; intellectual, four lessons per week. Geography, four lessons per week.

Grammar, five lessons per week. History, five lessons per week. Natural Science, one hour per week, Wednesday, P. M. Drawing, two lessons per week, alternating with writing.

Recitations in this grade should not exceed thirty minutes in length.

GENERAL PROGRAMME.
Number of Lessons per Week in several Studies in each Grade.

	8th Grade. 1st Year.	7th Grade. 2d Year.	6th Grade. 3d Year.	5th Grade. 4th Year.	4th Grade. 5th Year.	3d Grade. 6th Year.	2d Grade. 7th Year.	1st Grade. 8th Year.
READING.....	14 14	14 14	10 10	5 4	5 4	5 4	5 4	4 3
SPELLING.....	14	14	10	4	4	4	4	3
WRITING* (or Printing).....	14	5	5	5	5	5	5	5
ARITHMETIC (Written)	5 (oral)	5	5	5	5	5	5	5
ARITHMETIC (Mental)				4	4	4	4	4 (I. & II.)
GEOGRAPHY.....	2 (oral)	4 (oral)	5	5	5	5	4	4 (II & III)
GRAMMAR.....				3 (oral)	3 (oral)	3 (oral)	5	5
HISTORY								5
NATURAL SCIENCE*.....	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour
DRAWING*.....	5	5	5	4	4	2	2	2
MUSIC*.....	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily	15 m. daily
Maximum Length of Lesson in minutes	15	20	20	25	25	30	30	30
Amount of Time devoted to Recitation per week.....	8 hours	10 hours	12 hours	15 hours	15 hours	16 1/2 hours	17 hours	17 hours

*Exercises for the whole room.

LESSONS IN NATURAL SCIENCE.

RULE OF THE BOARD.

The course of instruction in Natural Science herewith adopted shall be taught in *oral lessons*, *one hour* being set apart on *Wednesday afternoon of each week* for the purposes of said instruction.

REMARKS ON THE METHOD OF TEACHING THIS SYLLABUS.

1. The teacher must not consider herself required to go over all the topics in any given quarter. She must not attempt to do any more than she can do in a proper manner. If it happens that only the first two or three topics are all that can be dealt with profitably, the teacher must not allow herself to undertake any more.

2. In case the teacher finds that the topics of any given quarter are not arranged in such an order that she can take them up to the best advantage, she is at liberty to change that order; but she must not proceed to the work of a new quarter or to any portion of it until she has first given ten weekly lessons on the quarter's work she has begun.

3. No more than ten weekly lessons should be given on the work laid down for a quarter. When these have been given, proceed to the work of the next quarter, whether the topics of the quarter in hand have all been considered, or only a very small portion of them.

Remark.

The course is arranged with reference to *method* rather than quantity or exhaustiveness. If only one topic is thoroughly discussed in each quarter of the first year, some very important ideas will be gained of the science of botany. In the fourth year of the course, the pupil will come round to the subject

again and can deepen his insight into the methods of studying the world of plants, learn the general outline of classification adopted, and train his observing powers. When he comes to the sixth year of the course, he will again touch upon the subject in such a manner as to see the province this subject occupies in the world of nature, and its general bearings upon other fields of investigation

The question will be asked: Why not reduce the number of topics under a given subject to the number that can be actually discussed by the teacher?

The answer is: 1) A selection of topics from a comparatively full enumeration of them is best left to the individual teacher. 2) The exact number of topics that can be profitably discussed by teachers will vary with their capacities; moreover, it will vary from year to year as teachers become familiar with the course; hence it is necessary to have a variety and to have topics enough for the most rapid classes. 3) It is, moreover, important to keep constantly before the teacher a full outline of the subject so as to prevent the (very common) tendency to treat a theme in its narrow application only and to omit its general bearings.

General plan of the course.

It will be observed that in the eight years' course there is a spiral movement, or recurrence of the same topics: 1) The subjects of Natural Science, a) the plant, b) the animal, c) the physical elements and mechanical powers—constitutes a primary course of three years; so that even those who receive the minimum of school education shall acquire some insight into the elements and instrumentalities which play so important a part in the industrial age in which they live. 2) In the fourth, fifth, and sixth years these subjects of Natural Science are all taken up again in a second course and much more scientifically developed: a) Botany, its method and practical application; b) Zoology and Human Physiology; c) motion and force in masses, in particles, and as applied in the mechanical powers; d) Astronomy (forming a transition to the grammar school course in Physical Geography); five years is the average attendance on our schools; hence the average pupil will get two courses in Natural Science.

3) In the seventh and eighth years of the district schools a third course in Natural Science is given, in which begin to appear more clearly, in outline, the several sciences; a) Under Natural History or organic nature: Geology, Meteorology, Botany, Zoology, Ethnology; b) Under Natural Philosophy, or Physics: Matter, force and motion, machinery, molecular forces and instruments involving their application.

4. In teaching Natural Science it is of the greatest importance to select typical objects or facts; i. e. objects or phenomena that are types of a large class by reason of the fact that they manifest all of the chief properties or attributes common to the other individuals of the class, and at the same time manifest them in the most obvious manner. It would not do, for instance, to select an object in which the properties to be illustrated were not well developed, nor an object with which the pupils were not familiar.

5. Every lesson should be given in such a way as to draw out the perceptive powers of the pupil by leading him to reflect on what he sees, or to analyze the object before him. It is at first thought strange—although it is true—that powers of observation are to be strengthened only by teaching the pupil to *think* upon what he sees. The process is one of division (analysis) and classification, and secondly of tracing causal relations; hence the questions most frequent are: “What qualities or properties has this object (exhibiting the same)? What separate actions or movements form the steps or stages in its process? What other objects and processes have the same? (classification). What relation has this object or phenomenon to others, whether as to cause and effect, or as to means and end?”

6. *How to conduct a lesson:* a) Prepare yourself beforehand on the subject of the lesson of the week, fixing in your mind exactly what subjects you will bring up, just what definitions and illustrations you will give or draw out of the class. All must be marked and written down in the form of a synopsis. The blackboard is the most valuable appliance in oral lessons; on it should be written the technical words discussed, the classification of the knowledge brought out in the recitation, and, whenever possible, illustrative drawings. b) Pains should be taken to select passages from the reference books, or from other

books illustrative of the subject under discussion, to be read to the class with explanation and conversation. c) Wherever the subject is of such a nature as to allow of it, the teacher should bring in real objects illustrative of it and encourage the children to do the same. d) But more stress should be laid on a direct appeal to their experience, encouraging them to describe what they have seen and heard, and arousing habits of reflection, and enabling the pupil to acquire a good command of language. e) Great care must be taken by the teacher not to burden the pupil with too many new technical phrases at a time, nor to fall into the opposite error of using only the loose common vocabulary of ordinary life which lacks scientific precision.

7. *How to use the Reference Books :*

a) *In the first course*, extending through the *eighth, seventh and sixth grades*, Hooker's Child's Book of Nature should be followed for the most part, with such hints as to method as are to be gained from a study of Calkins's Primary Object Lessons. **EIGHTH GRADE.** *First quarter:* Study and use such portions of the first ten chapters of Hooker's Part I. as you can make available. *Second quarter:* Chapter XI to XXI of the same book. *Third quarter:* Chapters XXII to XXVIII. *Fourth quarter:* Chapters XXIX to XXXIII. **SEVENTH GRADE.** *First quarter:* Chapters I to VII of Hooker's Part II. *Second quarter:* Chapters VIII to XVIII. *Third quarter:* Chapters XIX to XXV. *Fourth quarter:* Chapters XXVI to XXXIII. **SIXTH GRADE.** *First quarter:* Chapters I to X of Hooker's Part III. *Second quarter:* Chapters XI to XVIII. *Third quarter:* Chapters XIX to XXI. *Fourth quarter:* Chapters XXII to XXV. Calkins's Object Lesson's, pp. 15 to 50, should be studied in the *eighth grade*; pp. 401 to 431 will be of great service in the *seventh grade*, and the same book, pp. 139 to 190, and pp. 339 to 400 will be of equal service in the *sixth grade*.

b) *In the second course*, extending through the *fifth, fourth and third grades*, Youmans' First and Second Books of Botany should be studied for method and material for the lessons given in the *first quarter* of the **FIFTH GRADE**. Only a few selections can be made on account of lack of time, but these should be of the

most suggestive order. For *second, third, and fourth quarters* of the **FIFTH GRADE**, Warren's Physical Geography will furnish classification, description, and facts (pp. 70 to 78, new edition). **FOURTH GRADE**: *First and second quarters*. Warren's Physical Geography, pp. 78 to 85. *Third and fourth quarters*: Refer to Draper's Physiology for information; use the "Syllabus of Physiology" for further suggestions. **THIRD GRADE**; *First and second quarters*: Use Hotze's First Lessons in Physics for method, and Wells' Natural Philosophy for information. *Third and fourth quarters*: Use Warren's Physical Geography, pp. 5 to 8, and Steele's Fourteen Weeks in Astronomy.

c) In the third course, extending through the *second and first grades*, Warren's Physical Geography should be used for the first year, and Wells' Natural Philosophy for the second year. Constant reference should be made to Tate's Natural philosophy, Brande's Dictionary, and other books. The Public School Library is free to teachers as a Reference Library. A set of colored illustration-charts is given to each school; many things can be taught best by means of charts.

8. Although instruction in Natural Science in this course is confined to one hour per week, yet it is expected that what is taught in these lessons will be referred to frequently in the regular course of study. Whenever, for instance, any of the subjects treated in this course of instruction come up in teaching the other branches, an exposition of their scientific phases should be required of the pupil. This will apply to the subject of Geography more than to the others. Arithmetic, History, and the Reading lesson will occasionally furnish reference to one or more of the provinces here mapped out.

9. In connection with the Geography, History, and Grammar lessons, a study of MAN should be carried on parallel to the study of material nature in the weekly oral lessons. The outlines of this study embrace: *1st*, Physiology, or science of man as a body; this comes under Natural Science; *2d*, Ethnology, or study of man as conditioned in development by his surroundings, climate, race, etc.; *3d*, Wants and necessities of food, clothing, shelter, and the relation of these to the world, animal, vegetable,

and mineral; 4th, Language and its divisions and structure; 5th, States of Society; 6th, Employments and occupations; 7th, Government; 8th, Religions.

10. Compositions should be written subsequent to the oral lessons, on the topics discussed. They should be short and to the point and always in the pupil's own words. They should be illustrated by diagrams and pictures drawn by the pupil.

1. *Resume.* To name once more in a brief manner the cardinal points to be kept in mind constantly by the teacher:

a) Take up only so many of the topics laid down for any given quarter as can be discussed thoroughly without overburdening the pupil's memory or distracting his power of attention.

b) Never take up a topic that you are unable to explain and illustrate so clearly as to make the pupil understand it; avoid all phases of the subject that will tend to confuse rather than enlighten.

c) Spend only ten weeks on the work of a given quarter, whether you do little or much in it; proceed then to the topics of the next quarter.

d) Relieve the hour's work by as much variety as possible: *first*, reading and explaining something adapted to the capacity of your pupils; *secondly*, drawing out in a conversational manner the experience and information which your scholars already possess on the subject; *thirdly*, exhibiting the visible objects which you or the pupils have brought to illustrate the lesson, and requiring the pupils to notice and name the properties, qualities, parts, and attributes; *fourthly*, never omitting to show by a synopsis on the blackboard what has been discussed in the lesson, its classification and relation.

e) Require short weekly compositions of the pupils above the fifth grade, in which they express in their own language their ideas on the subjects treated in the oral lessons.

EXAMINATION IN READING.

For the First, Second, Third, Fourth, and Fifth Grades.

TO BE USED THE LAST WEEK OF THE SECOND QUARTER.

☞ Take the first twelve questions before recess in the morning, and the other eight questions after recess. Use them first in the Fifth Grade, and then in the fourth, third, second and first grades in order, as soon as may be. The Fifth Grade use only the first ten questions.

☞ Allow five per cent. for each correct answer.

Return to the Superintendent the average per cent. of each class examined; state the grade and quarter of the same.

1. Make each of the four commonest marks of punctuation, writing its name after it, and tell the pause it indicates.
2. Make the interrogation point, and tell when the voice should be kept up before it.
3. Make or write the exclamation point, and tell its use; the parenthesis, and tell its use.
4. Make a dash and tell its three uses; an apostrophe, and tell its two uses.
5. What two uses of the hyphen; illustrate. What are quotation marks used for?
6. State the use of brackets; of the caret; of the acute accent; illustrate each.
7. What is the macron? the breve? the diæresis? the cedilla? Illustrate each.
8. Make or write an asterisk. For what is it used? Write the other marks used for the same purpose.
9. Give seven cases in which a capital letter should be used.

10. Define section; Italic type; what used for; What is Romanic type?

11. How many letters in the alphabet? What are the vowels?

12. What is a diphthong? give an example; triphthong? digraph?

13. How many elementary sounds in our language? Write twelve short words containing the twelve vowel sounds, marking in each case the vowels by a line underneath.

14. Write words containing the cognate sound of *p*; of *f*; of *th* (in *thin*); of *t*; of *k*; of *s* (in *sin*); of *sh*. What three letters are redundant?

15. What are some *equivalents* of *a*? Name the four compound vowel sounds; two compound consonant sounds.

16. Write three words containing silent letters, and mark the silent ones.

17. What is accent? Write the following words, with the mark of accent over the proper syllable; Museum, incomparably, discourse, interesting, depot.

18. What is emphasis? Write a sentence and indicate the emphasis of the proper word. What is inflection, and how many kinds? "Will you ride or walk," what inflections? Describe the circumflex and monotone.

19. Write a synonym for each of the following words: Monarch, idea, converted, subtle, scanty.

20. Copy, correct, and punctuate the following, placing capital letters where they ought to be (twenty errors):

"truth crushed to earth shall rise Again,
the eternal years of God Are her's"
"but error wounded Writhe with pain,
and Dies Among her worshippers"

GRUBE'S METHOD.

[Extract from L. F. Soldan's Report, as Assistant Superintendent, in 1871, containing an outline of "A. W. Grube's Guide for Primary Instruction in Arithmetic." To be used in the second and third quarters of the Eighth Grade. See Course of Study.]

The long established method in arithmetic was to teach the first four processes of addition, subtraction, multiplication, division, in their regular order. An improvement on this method consisted in dividing the numbers on which the first four processes were taught, into classes, or so-called circles, and to teach the child first addition, &c., with the numbers of the first circle, i. e. from 1 to 10, then of the second circle, from 1 to 100, then of the third, from 1 to 1000—and so forth. Grube went beyond this principle of dividing into classes. Within the limits of the small numbers he took up each of them, commencing with 1, and taught the child all there is to know about it, before he passed over to another number. Treating, for instance, the number 2, he made the children perform all the operations that are possible within the limits of this number, no matter whether in the usual classification they are called addition, subtraction, multiplication, or division. The child had to see and to keep in mind that $1+1=2$, $2\times 1=2$, $2-1=1$, $2\div 1=2$, &c. The whole circle of operations up to 2 was exhausted before the child progressed to the consideration of the number 3, which was to be treated in the same way. Why adhere to the more scientific categories of addition, etc., in the primary grade, where they do not help to make the subject any clearer to the child? The first four processes are naturally connected, and will appear so in the child's mind. If you take away 1 from 2, and 1 remains, the child, in knowing this, also understands implicitly the opposite

process of adding 1 to 1 and its result. Multiplication and division are, in the same way, nothing but another way for adding and subtracting, so that we might say one operation contains, and may be shown to contain, all the others. "You must teach the child to know the numbers in some way or other," says Grube, "but to know a number really means to know also its most simple relations to the numbers contained therein." Any child, however, who knows a number and its relation, must be also able to perform the operations of adding, subtracting, &c., with it, as they are the direct result of comparing, or "measuring," as he calls it, two numbers with each other. Only when the child can perform all these operations, for instance, within the limits of 2, can it be supposed really to have a perfect knowledge of this number. So Grube takes up one number after the other, and compares it with the preceeding ones, in all imaginable ways, in regard to addition, subtraction, multiplication, and division. This comparing or "measuring" takes place always on external, visible objects, so that the pupil can see the objects, the numbers of which he has to compare with each other. The adherents of this method claim for it that it is based on a sound philosophical theory, and that it has proved superior in practice to the methods in use before its invention.

Some of the most important principles of this method of instruction are given by Grube in the following:

"1. We cannot impress too much upon the teacher's mind that each lesson in arithmetic must be a lesson in language at the same time. This requirement is indispensable with our method. As the pupil in the primary grade should be generally held to answer in complete sentences, loud, distinctly, and with clear articulation, so, especially in Arithmetic, the teacher has to insist on fluency, smoothness and neatness of expression, and to lay special stress upon the process of the solution of each example. As long as the language for the number is not perfect, the idea of the number is also defective. An example is not done when the result has been found, but when it has been solved in a proper way. Language is the only test by which the teacher can ascertain whether the pupils have perfectly mastered any step or not.

"2. Teachers should avoid asking too many questions. Such questions, moreover, as, by containing half the answer, prompt the scholar, should be omitted. The scholar must speak himself as much as possible.

"3. In order to animate the lesson, answers should be given alternately by the scholars individually, and by the class in concert. The regular schedules of figures (which, in the following, will continually re-appear), are especially fit to be recited by the whole class.

"4. Every process ought to be illustrated by means of an application to objects. Fingers, lines, or any other objects will answer the purpose, but objects of some kind must always be presented to the class.

"5. The operation at each new stage consists in comparing or measuring each new number with the preceding ones. Since this measuring can take place either in relation to difference (arithmetical ratio), or in relation to quotient (geometrical ratio), it will be found to comprise the first four rules, which will spontaneously result (in an objective way) from an application of the several numbers to objects. This application to objects is invariably followed by exercises in the rapid solving of problems and a review of the numerical relations of the numbers just treated, in more difficult combinations. The latter is a test whether the results of the examination of the arithmetical relations of the number treated, have been converted into ideas by a process of mental assimilation. In connection with this, a sufficient number of examples in applied numbers are given to show that applied numbers hold the same relation to each other that pure numbers do.

"6. On neatness in writing the figures, the requisite time must be spent. Since an invariable schedule for each number will re-appear in all stages of this course of instruction, the pupils will soon become able to prepare themselves for each coming number by writing its schedule on their slates."

It will appear from this that Mr. Grube subjects each number to the following processes :

- I. Exercises on the pure number, always using objects for illustration.
 - a. Measuring (comparing) the number with each of the preceding ones, commencing with 1, in regard to addition, multiplication, subtraction, and division, each number being compared by all these processes before the next number is taken up for comparison.
 - b. Practice in solving the foregoing examples rapidly.
 - c. Finding and solving combinations of the foregoing examples.
- II. Exercises on examples with applied numbers.

In the following Mr. Grube gives but the outline, the skeleton as it were, of his method, trusting that the teacher will supply the rest.

FIRST STAGE.

Treatment of the number One.

"As arithmetic consists in reciprocal 'measuring' (comparing), it cannot commence with the number 1, as there is nothing to measure it with, except itself as the absolute measure."

I. The abstract (pure) number.

One finger, *one* line; one is once one.

The scholars learn to write:

$$\begin{array}{r} | \quad \quad 1 \\ | \quad \quad 1 \times 1 = 1 \end{array}$$

II. The applied number.

What is to be found *once*, in the room, at home, on the human body?

SECOND STAGE.

Treatment of the number Two.

I. The pure number.

a. Measuring (comparing.)

$$\begin{array}{r} | \quad \quad 1 \quad \quad | \quad \quad 2 \\ | \quad \quad 1 \quad \quad \left\{ \begin{array}{l} 1+1=2. \\ 2 \times 1=2. \\ 2-1=1. \\ 2 \div 1=2. \end{array} \right. \end{array}$$

2 is one more than 1.

1 is 1 one less than 2.

2 is the double of 1, or twice 1.

1 is one half of 2.

b. Practice in solving examples rapidly.

c. Combinations.

What number is contained twice in 2?

2 is the double of what number?

Of what number is 1 one half?

Which number must I double to get 2?

I know a number that has one more than one. Which is it?

What number have I add to 1 in order to get 2?

II. Applied numbers.

Fred. had two dimes, and bought cherries for one dime. How many dimes had he left?

A slate pencil costs 1 cent. How much will 2 slate pencils cost?

Charles had a marble, and his sister had twice as many. How many did she have?

How many one-cent stamps can you buy for 2 cents?

THIRD STAGE.

Treatment of the number Three.

I. The pure number.

a. Measuring.

(1) By 1.

$$\begin{array}{l} | \quad 1 \\ | \quad 1 \\ | \quad 1 \end{array} \left\{ \begin{array}{l} 1+1+1=3. \\ 3 \times 1=3. \\ 3-1-1=1. \\ \text{for, } 3-1=2, 2-1=1. \\ 3 \div 1=3 \end{array} \right. \quad 3.$$

This ought to read: I can take away 1 from 3, 3 times, or 1 is contained in 3 three times. The idea of "to be contained" must always precede the higher and more difficult conception of dividing.

(2.) Measuring by 2.

$$\begin{array}{l} | \quad | \\ | \end{array} \left\{ \begin{array}{l} 2+1=3, 1+2=3. \\ 1 \times 2+1=3. \\ 3-2=1, 3-1=2. \\ 3 \div 2=1 (1 \text{ remainder}). \end{array} \right.$$

(I can take away 2 from 3 once and 1 will remain; or, 2 is contained in 3 once and one over.)

3 is 1 more than 2, 3 is 2 more than 1.

2 is 1 less than 3, 2 is 1 more than 1.

1 is 2 less than 3, 1 is 1 less than 2.

3 is three times 1.

1 is the third part of 3.

1 and 1 are equal numbers, 1 and 2, as well as 2 and 3 are unequal.

Of what equal or what unequal numbers does 3 consist, therefore?

b. Practice in solving examples rapidly.

How many are $3-1-1+2$ divided by 1?

$1+1+1-2+1+1-2+1+1$?

The answers must be given immediately.

c. Combinations.

From what number can you take twice 1 and still keep 1?

What number is three times 1?

I put down a number once, and again, and again once, and get 3; what number did I put down three times?

II. Applied numbers.

How many cents must you have to buy a three-cent stamp?

Annie had to get a pound of tea for 2 dollars. Her mother gave her 3 dollars. How much money must Annie bring back?

Charles learned one line in his primer, his sister learned 2 lines more than he did. How many lines did she learn?

If one slate-pencil costs one cent, how much will 3 slate-pencils cost?

Bertha found in her garden 3 violets, and took them to her parents. How can she divide them between father and mother?

FOURTH STAGE.

Treatment of the number Four.

I. The pure number.

a. Measuring.

(1) By 1.

$$\begin{array}{l} | \quad 1 \\ | \quad 1 \\ | \quad 1 \\ | \quad 1 \end{array} \left\{ \begin{array}{l} 1+1+1+1=4 \quad (1+1=2, 2+1=3). \\ 4 \times 1=4. \\ 4-1-1-1=1. \\ 4 \div 1=4. \end{array} \right. \quad 4.$$

(2). Measuring by 2.

$$\begin{array}{l} | \quad | \quad 2 \\ | \quad | \quad 2 \end{array} \left\{ \begin{array}{l} 2+2=4. \\ 2 \times 2=4. \\ 4-2=2. \\ 4 \div 2=2. \end{array} \right.$$

(3). Measuring by 3.

$$\begin{array}{l} | \quad | \quad | \quad 3 \\ | \quad \quad \quad 1 \end{array} \left\{ \begin{array}{l} 3+1=4, 1+3=4. \\ 1 \times 3+1=4. \\ 4-3=1, 4-1=3. \\ 4 \div 3=1 \text{ (1 remainder.)} \end{array} \right.$$

(3 in 4 is contained once and 1 over.)

Name animals with 4 legs and with 2 legs.

Wagons and vehicles with 1 wheel, 2, and 4 wheels. Compare them.

4 is 1 more than 3, 2 more than 2, 3 more than 1.

3 is 1 less than 4, 1 more than 2, 2 more than 1.

2 is 2 less than 4, 1 less than three, 1 more than 1.

1 is 3 less than 4, 2 less than 3, 1 less than 2.

4 is 4 times 1, twice 2.

1 is the fourth part of 4, 2 one half of 4.

Of what equal and unequal numbers can we form the number four?

b. Problems for rapid solution.

$$2 \times 2 - 3 + 2 \times 1 + 1 - 2 \times 2 ?$$

$$4 - 1 - 1 + 1 + 1 - 3, \text{ how many less than four?}$$

c. Combinations.

What number must I double to get 4?

Of what number is 4 the double?

Of what number is 2 one half?

Of what number is 1 the fourth part?
 What number can be taken twice from 4?
 What number is 3 more than 1?
 How much have I to add to the half of 4 to get 4?
 How many times 1 is the half of 4 less than 3.

II. Applied numbers.

Caroline had 4 pinks in her flower-pot which she neglected very much. For this reason, one day one of the flowers had withered, the second day another, and the following day one more. How many flowers did Caroline keep?

How many dollars are 2+2 dollars?

Three apples and one apple?

4 quarts=1 gallon.

Annie bought a gallon of milk, how many quarts did she have?

She paid 1 dime for the quart, how many dimes did she pay for the gallon?

$$4 \left\{ \begin{array}{l} . \text{ quart,} \\ . \text{ quart,} \\ . \text{ quart,} \\ . \text{ quart,} \end{array} \right. 4 \left\{ \begin{array}{l} | \\ | \\ | \\ | \end{array} \right. \left\{ \begin{array}{l} \text{dime.} \\ \text{dime.} \\ \text{dime.} \\ \text{dime.} \end{array} \right.$$

What part of 1 gallon is 1 quart?

If 1 quart costs 2 dimes, can you then get a gallon for 4 dimes?

A poor woman used a gallon of milk in four days. How much did she use each day?

FIFTH STAGE.

I. The pure number.

a. Measuring.

(1.) By 1.

$$\begin{array}{|c|} \hline 1 \\ \hline 1 \\ \hline 1 \\ \hline 1 \\ \hline 1 \\ \hline \end{array} \left\{ \begin{array}{l} 1+1+1+1+1=5. \\ 5 \times 1=5. \\ 5-1-1-1-1=1. \\ 5 \div 1=5. \end{array} \right. \begin{array}{|c|c|c|c|c|} \hline | & | & | & | & | \\ \hline \end{array} \begin{array}{l} 5. \end{array}$$

(2.) with 2.

$$\begin{array}{|c|c|} \hline 2 \\ \hline 2 \\ \hline 1 \\ \hline \end{array} \left\{ \begin{array}{l} 2+2+1=5. \\ 2 \times 2+1=5. \\ 5-2-2=1. \\ 5 \div 2=2 \text{ (1 remainder).} \end{array} \right.$$

(3.) with 3.

$$\begin{array}{|c|c|c|} \hline 3 \\ \hline 3 \\ \hline 2 \\ \hline \end{array} \left\{ \begin{array}{l} 3+2=5, 2+3=5. \\ 1 \times 3+2=5. \\ 5-3=2, 5-2=3. \\ 5 \div 3=1 \text{ (2 remainder).} \end{array} \right.$$

(4.) with 4.

$$\begin{array}{ccc|c} 1 & 1 & 1 & 4 \\ & & 1 & 1 \end{array} \left\{ \begin{array}{l} 4+1=5, 1+4=5. \\ 1 \times 4+1=5. \\ 5-4=1, 5-1=4. \\ 5 \div 4=1, (1 \text{ remainder}). \end{array} \right.$$

5 is one more than 4, 5 is 2 more than 3, 5 is 3 more than 2, 5 is 4 more than 1.

4 is one less than 5, 4 is 1 more than 3, &c.

3 is 2 less than 5, &c.

$5=5 \times 1$.

$1=\frac{1}{5} \times 5$ (1 is the fifth part of 5).

5 consists of two unequal numbers, $3+2$. 5 consists of two equal numbers and one unequal number, $2+2+1$.

b. Practice of rapid solution of examples.

$5-2-3+2 \times 2$, one half of it less 1, taken 5 times?

$2 \times 2+1-3 \times 1 \times 2-3+4$? &c.

c. Combinations.

What number is one fifth of 5? How many must I add to 3 to get 5? How many must be taken away from 5 to get 3? How many times 2 have I added to 1 in order to get 5? I have taken away twice 2 from a certain number, and 1 remained. What number was it? &c.

II. Applied numbers.

How many gallons are 2 quarts? Charles had 5 dimes; he bought two copy-books, each of which cost 2 dimes. What money did he keep? (This the teacher must make plain by means of lines and dots). Henry read a lesson three times, Emma read it as many times as he did, and two times more. How often did she read it? Father had 5 peaches, and gave them to his 3 children. The youngest one received one peach; how many did each of the other children receive? &c.

Grube thinks that one year ought to be spent in this way on the numbers from 1 to 10. He says: "In this way in which I want it treated, one year is not too long. In regard to extent the scholar has not, apparently, gained very much—he knows only the numbers from 1 to 10. But he does know them, and does know how to use them." In reference to the main principles to be observed, he demands, first, "that no new numbers shall be commenced before the previous one is perfectly mastered;" secondly, "that reviews must frequently and regularly take place," and lastly, "that the propositions written down in numbers must be thoroughly committed to memory." "In the process of *measuring*, pupils must acquire the utmost mechanical skill." It is essential to this method that in the measuring

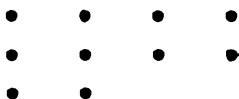
which forms the basis for all subsequent operations, the pupils have a picture illustrating the process before their eyes. It matters not with what objects the pupils see the operation, whether fingers, lines or dots, but they certainly must see it. It is a feature of this method, that it teaches by the eye as well as by the ear, while in most other methods arithmetic is taught by the ear alone. If, for instance, the child is to measure 7 by the number 3, the illustration to be used is.



If lines or dots are arranged in this way, and impressed upon the child's memory as depicting the relation between the numbers 3 and 7, it is, in fact, all there is to know about it. Instead of teaching all the variety of possible combinations between 3 and 7, it is sufficient to make the child keep in mind the above picture. The first four rules, as far as 3 and 7 are concerned, are contained in it, and will result from expressing the same thing in different words, or describing the picture in different ways. Looking at the picture, the child can describe it as :

$3+3+1=7$, or $2 \times 3+1=7$, or $7-3-3=1$, $7 \div 3=2$ (1),
The latter process to be read: I take away 3 from 7 twice, and 1 remains.

Let the number to be measured be 10, and the number by which it is to be measured be 4; then the way to arrange the lines or dots used for illustration is :



The child will be able to see at once, by reading, as it were, that $4+4+2=10$, $2 \times 4+2=10$, $10-4-4=2$, $10 \div 4=2$, (2), and to perceive at a glance a variety of other combinations. The children will, in the course of time, learn how to draw these pictures on their slates in the proper way. Nor will it take long to make them understand that every picture of this kind is to be "read" in four ways, first using the word *and*, then *times*, then *less*, then *can be taken away—times*. As soon as the pupils can do this, they have mastered the method and can work independently all the problems, within the given number, which are required in measuring. It would be a mistake to suppose that, in teaching according to this method, memory is not required on the part of the child. Memory is as important a factor here as it is in all instruction. I say this boldly, though I know

with some teachers it has become almost a crime to say that memory holds its place in education. To have a good memory is, in their eyes, a sign of stupidity. Grube was too experienced a teacher to fall into this error. While by his method the results are gained in an easier and more natural way, whatever result is arrived at must be firmly retained by dint of memory, assisted by frequent reviews.

NORMAL SCHOOL—Course of Study.

FOURTH CLASS. <i>Time, 20 Weeks.</i>	JUNIOR CLASS. <i>Time, 20 Weeks.</i>	MIDDLE CLASS. <i>Time, 20 Weeks.</i>	SENIOR CLASS. <i>Time, 20 Weeks.</i>
Reading. Physiology. Algebra. History (General). Latin. Writing.	Algebra. Latin. Geography (Physical). Geometry. Natural Philosophy.	Teaching Exercises. Latin. Geography (Physical). Arithmetic. Constitution of United States. English Literature. Theory and Art of Teaching.	Teaching Exercises. Reading. Latin. Writing. Geography (Political). Arithmetic. Theory and Art of Teaching. Grammar Review.
Zoology. Composition. Drawing. Singing. Spelling. Mental Arithmetic. Callisthenics.	Zoology. Composition. Drawing. Singing. Spelling. Mental Arithmetic. Callisthenics.	Composition. Drawing. Singing. Spelling. Mental Arithmetic. Callisthenics.	Composition. Drawing. Singing. Spelling. Mental Arithmetic. Callisthenics.

All Recitations are conducted with special reference to the modes of teaching the branch of study under consideration. Teaching Exercises in all studies are required in the Fourth and Junior Classes to be given to the class. The Teaching Exercises indicated in the Middle and Senior Classes are before the whole school.

HIGH SCHOOL—Course of Study. SENIOR YEAR.

NAMES OF STUDIES.	GENERAL COURSE.—Quarters.				CLASSICAL COURSE.—Quarters.			
	I.	II.	III.	IV.	I.	II.	III.	IV.
LATIN..... { Virgil..... { Various Authors..... { Prose Composition. { Grammar..... { Min. Leubuch..... { Anna v. Bernheim..... { German..... { Hermann Dorothée..... { Wilhelm Tell..... { Learning Poetry.....	Two Books..... By.....	Oral..... Selections.....	Instruction..... ..... ..... .....	..... ..... ..... .....	Two Books..... This course differs from the general one in having Greek, but no German or Mental Philosophy, and it includes Algebra and Geometry in place of Analytical Geometry and Astronomy only.	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....
FRENCH.....	Regular Verbs and general review of French and English idioms and constructions committing fables to memory. 18th Century.	Irreg. verbs, translation, poems, literature, reactions, and dictation. 17th Century.	Syntax and participles, compositions, literature, dictation. 14th, 15th, 16th Centuries. 12 Plays. 100 pages.	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....
ENGLISH LITERATURE.....	3 Plays. Completed.	6 Plays. p. 137 Completed.	9 Plays. p. 203 p. 88	14th, 15th, 16th Centuries. 12 Plays. 100 pages. 271 and R. Plane. Completed.	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....	..... ..... ..... .....
SHAKESPEARE.....	.....	.....	.....	.....	.....	.....	.....	.....
CONSTITUTION.....	.....	.....	.....	.....	.....	.....	.....	.....
REVIEW MATHEMATICS..... { Arithmetic..... { Algebra..... { Geometry.....	.....	.....	.....	.....	.....	.....	.....	.....
ANALYTICAL GEOMETRY (optional). ASTRONOMY (optional). GEOLOGY, ZOOLOGY, AND CHEMISTRY (optional). GREEK.....	p. 43	Completed.	p. 203 p. 88	.....	.....	.....	.....	.....
MENTAL PHILOSOPHY (elective). MORAL PHILOSOPHY (elective). RHETORICALS.....	Selections from the Reader. Prose Composition. p. 100	Selections from the Reader. Prose Composition. p. 200	Selections from the Reader. Prose Composition. p. 100 Properties of style, forms of letters, review. Essays, recitations, diction.	.....	Selections from the Reader. Prose Composition. .....	.....	.....	.....
DRAWING (optional).	Verification, diction, figures. Reading once a week. Crayon drawing from casts.	.....	.....	.....	.....	.....	.....	.....

THIRD YEAR.

NAMES OF STUDIES.	GENERAL COURSE.—Quarters.				CLASSICAL COURSE.—Quarters.			
	I.	II.	III.	IV.	I.	II.	III.	IV.
LATIN—Hanson's Prose Book.....	79—83	82—13 Manil. Law.	43	71	This course substitutes French.	Greek for Trigonometry and has no German or French.		
GERMAN { Am. Lesebuch	20	49, with omissions. 381	74, with omissions. 388	Selections. 490				
FRENCH { Otto's Grammar	R. and 317	Reading, translation, auxiliary verbs, and 10 pages of grammar.	15 pages in grammar. French in view, some irregular verbs, and from translation, reading, poems learned.	Finish grammar, translation, poems learned.				
PHYSIOLOGY (elective).....	By Topic.							
CHEMISTRY (elective).....	By Topic.							
BOTANY (elective).....	By Topic.							
TRIGONOMETRY (elective).....	By Topic.	Coarse print of 73 pages, and 60 miscellaneous examples.	Spherical Geometry.	By Topic. Spherical Trigonometry				
GREEK.....	283 and R.		397	520	Selections from Lessons.	Exercises in Leighton's		
GENERAL HISTORY.....	150	283 and R.	397	520				
RETHORICALS.....	Sentences, Purity of Diction.	Figures.	Essay. Letter Form.	Review of year's work.				
BOOKKEEPING (optional).....	Reading.		Synonyms, Properties of Style.	essays, recitations, and de				
DRAWING (optional).....	Crayon	drawing from	m copies.					

SECOND YEAR.

NAMES OF STUDIES.	GENERAL COURSE.—Quarters.				CLASSICAL COURSE.—Quarters.			
	I.	II.	III.	IV.	I.	II.	III.	IV.
LATIN LESSONS	{ 23—46 94—99	46—60 124—130	77 141	94 30 p.	This course substitutes Greek for German.			
Hanson's Prose Book								
GERMAN	6 80	13 and R. 144	16 and R. 213	24 and R. 292				
{ Storme's Stories Otto's Grammar								
NATURAL PHILOSOPHY	85	213	450					
GREEK					20	57	86	98
GEOMETRY	43	76 and R. and 40 with original de- monstrations	103 with omissions.	219				
RHETORICALS	Punctuation, Force.	Pitch, Figures.	Stress, Quality of Voice.	Articulation, General Review.				
		Reading, 8 m	essays, recitations, and with's Models.	declamations throughout the year.				
DRAWING (optional)	Free-hand Perspective.							
HISTORY OF ART (elective)	Arch.	itecture, Sculpture, Painting.						

Course of Study for the Junior Class, by Quarters.

JUNIOR CLASS.	I QUARTER.	II QUARTER.	III QUARTER.	IV QUARTER.
Algebra..... (5 hours per week.)	Page 57. (Omit Articles 62 to 239 inclusive.)	95 +77+138+139+166+234	169 to 239 inclusive.)	223 and Binomial Theorem.
English Analysis..... (elective.) (5 hours)	Page 126.	166.	212	Completed.
Latin..... (5 hours.)	12 Exercises, and parts of Grammar corresponding.	to exercise 27	to exercise 45	63. Omit 49, 51, 54.
Drawing..... (2 hours.)	Perspective.	Drawing from models.	Applied design and colors.	Applied design and colors.
German (elective)..... (5 hours.)	Page 44.	65	101	124
Rhetoricals..... (5 hours.)	Page 13. Capital Letters. Div. of Sounds.	Page 26. Essays and Declamations. Key to Webster's Dictionary.	Essays and Declamations; Figures of Orthography, Ety- mology, Speech, and Rhetoric. Rules for Spelling.	Review, and Sketches of five authors.

COURSE OF STUDY IN GERMAN.

FIRST YEAR OR GRADE.

GERMAN- AND ANGLO-AMERICAN CLASSES.

ORAL LANGUAGE LESSONS (Anschauungs- und Sprech-Unterricht). One daily lesson, demonstrated on the real objects, and on subjects presented by Struebing's pictures Nos. 1—6. One daily lesson.

Neither books nor slates are used in this grade.

Each teacher is required to write out, for his own use, a plan for the division and treatment of the subject matter, adapted to the special condition of his pupils.

Bad pronunciation is to be corrected and distinct articulation to be insisted on from the very beginning.

All questions addressed to the pupils should be brief and clear, and the answers must be given in short but complete sentences, to be repeated by the entire class in concert.

Above all, the teacher will bear in mind that, on account of the short time allotted to German in our schools, *language*—the power of expression—is to be the principal object at which he has to aim even in these lessons.

Guide for the teacher: "Anschauungs-Denk-und Sprech-Uebungen fuer Elementarklassen," by H. J. Bosshard.

SECOND YEAR OR GRADE.

GERMAN- AND ANGLO-AMERICAN CLASSES.

PHONETIC ANALYSIS (Lautiruebungen) and *learning to write and read German Script* (Schreib-Lese-Unterricht). One daily lesson.

1st half-year: chiefly analysis and copying of nouns (Normal wörter).

2nd half-year: analyzing, writing and reading of short sentences.

Short exercises in speaking and analyzing (Elementir-Uebungen) precede in all lessons the writing and reading of words or sentences, and the written exercise of each pupil is to be examined by the teacher.

Clear enunciation of every phonic element is insisted on throughout the entire work of this grade.

Every child must be provided with a ruled slate, a well sharpened slate-pencil, and a slate-cleaner.

In this grade the pupils must necessarily occupy their seats during the German lesson.

Guide for the teacher: "Der deutsche Sprachunterricht im ersten Schuljahr," by C. Kehr and H. Schlimbach, with G. Schlimbach's "Fibel."

THIRD YEAR OR GRADE

GERMAN- AND ANGLO-AMERICAN CLASSES.

LEARNING TO READ GERMAN PRINT from the Reading-Charts and Lueken's Primer (Fibel.) Four lessons per week.

1st half-year: pages 5 to 39 and review.

2d half-year: pages 40 to 77 and review.

A line or two must be copied daily on the slate, at home, and the verses of the primer are to be committed to memory.

Through the first two "Steps" (Stufen) of the *Fibel*, the reading-charts are to be used in class, to *prepare* the lessons, which the children are to review at home from their primers.

Up to this point also, the words are not to be spelled (buchstabirt), but only "*sounded*" (lautirt); yet the pupils are to be taught the name of each letter as they learn its printed form.

For the purpose of aiding the teacher to establish in the beginners the habit of reading *every syllable* distinctly, the pupils are required to read in distinct, separate syllables all the

words so printed on the charts and in the primers. Colloquial Exercises (Sprechübungen). One lesson per week.

These exercises are each to serve as basis for simple compositions, to be written by the teacher on the black-board and copied by the pupils on their slates.

It is expected that in this grade the scholars will be brought to read phonetically correctly (lautrichtig) any easy German pieces written in familiar words of no more than three syllables.

Guide for the teacher: The same as recommended for use in the second year or grade.

FOURTH YEAR OR GRADE.

GERMAN-AMERICAN CLASSES.

READING from Witter's German Second Reader.

Three lessons per week.

1st half-year: pages 3 to 42, } pieces selected by the
2d half-year: pages 43 to 80, } teacher.

A short sentence is dictated each reading-lesson, and a few lines from the reader are to be copied at home, either in blank book or on slate.

GRAMMAR, from Lueken's "Sprachschueler." One lesson per week.

1st half-year: Chapter I (pp. 5—14).

2d half-year: Chapter II (pp. 14—24).

Part of the exercises in these chapters are to be written by the pupils, at home.

DICTATING of poems from the reader, which are to be memorized and recited. One lesson every alternate week.

1st half-year: Nos. 52, 76, 96, 97 and others.

2d half-year: Nos. 62, 69, 70, 90 and others.

(The latter are to be written in verse-form.)

Composition. Oral, combined with black-board exercises.

One lesson every alternate week.

ANGLO-AMERICAN CLASSES.

READING AND TRANSLATING from Ahn's "Rudiments."

Three lessons per week.

1st half-year: Exercises 1 to 37 at least; and pieces Nos. 4, 7, 8, 10.

2d half-year: Exercises 38 to 70 at least; and pieces Nos. 1, 2, 3, 5, 6, 9.

The vocabularies are to be memorized; a few lines of German to be copied daily at home, either in blank book or on slate, and a short German sentence is to be dictated.

COLLOQUIAL EXERCISES on real objects or on subjects presented by Struebing's pictures. Two lessons per week.

FIFTH YEAR OR GRADE.

GERMAN-AMERICAN CLASSES.

READING from Witter's German Second Reader.

Three lessons per week.

1st half-year: pages 80 to 124, } pieces selected by the
2d half-year: pages 125 to 160, } teacher.

A short sentence is dictated in each reading-lesson, and a few lines are to be copied at home, either in blank book or on slate.

GRAMMAR, from Lueken's "Sprachschueler."

One lesson per week.

1st half-year: chapter III (pp. 24—30).

2d half-year: chapter IV (pp. 81—86).

Part of the exercises in these chapters are to be written by the pupils, at home.

DICTATING of poems from the reader, which are to be memorized and recited. One lesson every alternate week.

1st half-year: Nos. 104, 105, 108, 109 (185?) and others.

2d half-year: Nos. 186, 199, 201, 205, (188?) and others.

COMPOSITION. Chiefly short stories or fables, and descriptions of familiar objects. One lesson every alternate week.

ANGLO-AMERICAN CLASSES.

READING AND TRANSLATING from Ahn's "First Course."

Three lessons per week.

1st half-year: Exercises 1 to 50, at least, and stories Nos. 2, 4, 5.

2d half-year: Exercises 51 to 102, at least, and stories Nos. 1, 3, 6.

The vocabularies are to be memorized, a few lines of German to be copied daily at home, either in blank book or on slate, and a German sentence is to be dictated at each lesson.

GRAMMAR. The necessary explanations on the subject of each "Exercise" are given, and the grammatical examples with the vocabularies are required to be committed to memory.

COLLOQUIAL EXERCISES on real objects, or on subjects presented by Struebing's pictures. Two lessons per week.

SIXTH YEAR OR GRADE.

GERMAN-AMERICAN CLASSES.

READING from Witter's German Third Reader.

Three lessons per week.

1st half-year: pages 9 to 74, } pieces selected by the
2d half-year: pages 75 to 142, } teacher.

A short exercise, the nature of which is left to the teacher's choice, is to be written by each pupil for one of the weekly reading-lessons.

GRAMMAR, from Lueken's "Sprachschueler."

One lesson per week.

1st half-year: Chapter V and part of VI (up to §4 on page 48).

2d half-year: rest of chapter VI and all of VII, (pages 48 to 60).

Part of the exercises in these chapters are to be written by the pupils, at home.

DECLAMATION. Poems from the reader are explained in class, to be committed, declaimed, and written from memory, or, if suitable, to be transposed into prose.

One lesson every alternate week.

1st half-year: Nos. 9, 29, 38, 42, (55?) and others.

2d half-year: Nos. 86, 103, 118, 124, (117?) and others.

COMPOSITION. Principally narratives (Erzaehlungen) and descriptions of familiar processes of labor.

One lesson every alternate week.

ANGLO-AMERICAN CLASSES.

READING AND TRANSLATING from Wrage's "Practical Grammar."

Four lessons per week.

1st half-year: Lessons II to IX inclusive.

2d half-year: Lessons X to XVII inclusive.

The vocabularies are to be committed, and short German dictation exercises given. During the first session the poem on p. 12, and during the second session, the poem on page 19 is to be memorized and recited.

GRAMMAR. The necessary explanations on the subject of each "*Lesson*" are given, and the paradigms (in the appendix) relating thereto are to be committed to memory.

COLLOQUIAL EXERCISES on real objects, or on subjects presented by Struebing's pictures. One lesson per week.

SEVENTH YEAR OR GRADE.

GERMAN-AMERICAN CLASSES.

READING from Witter's German Third Reader.

Three lessons per week.

1st half-year: pages 143 to 205, } pieces selected by the
2d half-year: pages 206 to 270, } teacher.

A short exercise, the nature of which is left to the teacher's choice, is to be written by each pupil for one of the weekly reading lessons.

GRAMMAR, from Lueken's "Sprachschueler."

One lesson per week.

1st half-year: Chapter VIII and part of IX (up to §2 on p. 71).

2d half-year: rest of Chapter IX and part of X (pp. 71 to 80).

Part of the exercises in these chapters are to be written by the pupils, at home.

DECLAMATION. Poems from the reader are explained in class, to be committed, declaimed, and written from memory, or, if suitable, to be transposed into prose.

One lesson every alternate week.

1st half-year: Nos 155, 168, 172, 177 (189?) }
2d half-year: Nos. 219, 230, 232, 243 (238?) } etc.

COMPOSITION. Short letters, first *prepared* in class, and answers to other letters, dictated by the teacher, for this purpose.

One lesson every alternate week.

ANGLO-AMERICAN CLASSES.

READING AND TRANSLATING from Wrage's "Practical Grammar."
Four lessons per week.

1st half-year: Lessons XVIII to XXV inclusive.

2d half-year: Lessons XXVI to XXXV inclusive.

The vocabularies are to be committed, and a few German sentences to be dictated. During the first session the verses on pp. 61 and 62, and during the second session the poem on p. 66 is to be memorized and recited.

GRAMMAR. The necessary explanations on the subject of each "Lesson" are given, and the paradigms (in the appendix) relating thereto are to be committed to memory.

COLLOQUIAL EXERCISES on real objects, or on subjects presented by Struebing's pictures.

One lesson per week.

EIGHTH YEAR OR GRADE.

GERMAN-AMERICAN CLASSES.

READING from Witter's German Third Reader.

Two lessons per week.

1st half-year: pages 271 to 317, } pieces selected by the
2d half-year: pages 318 to 385, } teacher.

A short exercise, the nature of which is left to the teacher's choice, is to be written by each pupil for one of the weekly reading-lessons.

GRAMMAR, from Lueken's "Sprachschueler."

Two lessons per week.

1st half-year: Chapters XI and XII.

2d half-year: Chapter XIII and general review.

Part of the exercises in these chapters are to be written by the pupils, at home.

DECLAMATION. Pieces from the reader are explained in class, to be committed, declaimed and written from memory, or, if suitable, to be transposed into prose.

One lesson every alternate week.

1st half-year: Nos. 260, 262, 272, 273 (257?) }
2d half-year: Nos. 289, 295, 300, 305 (294?) } etc.

COMPOSITION. Correspondence between teacher and class, and also between members of the same class.

One lesson every alternate week.

ANGLO-AMERICAN CLASSES.

READING AND TRANSLATING from Wrage's "Practical Grammar."

Four lessons per week.

1st half-year: Lessons XXXVI to XLIII inclusive.

2d half-year: Lessons XLIV to LIV inclusive.

The vocabularies are to be committed. During the first session the first six verses of the poem on pp. 178 to 180, and during the second session the last seven are to be memorized and recited.

GRAMMAR. The necessary explanations on the subject of each "*Lesson*" are given, and the paradigms (in the appendix) relating thereto are to be committed to memory.

COLLOQUIAL EXERCISES on real objects, or on subjects presented by Struebing's pictures. One lesson per week.



REMARKS RELATING TO GERMAN IN THE UPPER FIVE GRADES.

READING.

In the middle grades (German Second Reader classes), the pupils should learn to pronounce at sight and without hesitation

even the long and unfamiliar words they meet in their text books, so that they will be able to read German correctly and fluently (mechanisch-geläufig). In the upper grades (German Third Reader classes) they are expected to advance so far as to read any German book, not beyond their power of comprehension, with understanding (logisch-richtig), and with proper expression (ausdrucksvoll).

How these results can best be obtained is clearly stated in the following

Guide for the teacher: "Anweisung zur Behandlung deutscher Lesestücke. Ein praktischer Lehrgang für den deutschen Sprachunterricht," by C. Kehr.

The pupils of the Anglo-American classes will perhaps not acquire the ability of reading German with much expression, but by continued, well-directed efforts, they can certainly be brought to read it correctly and even fluently.

GRAMMAR

Is taught to the Anglo-American classes orally, from and in connection with the "exercises," vocabularies, and paradigms of their respective text books; but only to such an extent as is necessary to secure correct translation.

For the pupils of the German-American classes the course of study prescribes the chapters of the "*Sprachschueler*" to be mastered in each grade. From these chapters the teacher selects the most important exercises, and requires the pupils to perform part of them orally, in school, and the rest in writing, at home.

He also makes frequent use of appropriate passages from reading and composition-exercises, for the purpose of illustrating and practicing the principles and rules taught in the special grammar-lessons. However, he will never lose sight of the fact, that children learn a language far more readily by hearing, reading, and imitating correct models of expression, than by the theoretical study of grammar.

TRANSLATION.

All the *German* "exercises" contained in the text-books of the Anglo-American classes are to be translated into English orally; and a few lines of each are to be copied in the blank-

books. Of each of the English "exercises" there are to be translated into German : in Ahn's Rudiments, three lines ; in Ahn's First Course, four lines ; and in Wrage's Practical Grammar, five lines ; first orally in class, then in writing at home.

COLLOQUIAL EXERCISES.

All questions and directions repeatedly used in class are addressed to the pupils in German, and they are required to answer in the same tongue.

A series of appropriate German questions and answers follows the translation and reading exercise of each lesson.

To guard against the evil consequences resulting from a want of definiteness of aim in the special "Colloquial Exercises," the teacher will prepare a written plan, on which the work of every grade, session, and quarter is clearly defined, with a view to the gradual and systematic progress of his classes in German.

PENMANSHIP.

Witter's German Copybooks are used in all the grades in which penmanship is taught. However, in the first and second grades the pupils may, at the option of the teacher, devote the time allotted for German penmanship to copying their letters (written as composition exercises) on sheets of note-paper, which are then to be properly folded, enveloped, and directed.

The seven successive numbers of Witter's Copybooks are to be used respectively in the following order : 1, 2, 3 in the third and fourth grades ; 4 (first with double lines, then with single lines) in the fifth grade ; 5 in sixth ; 6 in the seventh, and 7 in the eighth grade. Every new copy is to be fully explained on the black-board, and all the pupils writing German in the same room are to write the same exercises.

The words and sentences in the German copybooks are each to be read and translated by the Anglo-American pupils before they write them for the first time.

The teacher will strictly require every pupil to sit erect, to hold hands and pen properly, and to keep his copybook in proper position whilst writing.


ORTHOGRAPHY.

No special "spelling lessons" are given in German, but particular attention is paid to orthography in all exercises written by the pupils, each of which must be examined by the teacher. All mistakes in spelling and punctuation are taken into account in calculating the "per cents" made in special and general, written examinations.

COMPOSITION.

Every exercise in composition, grammar, and translation required to be written at home, must first be *prepared* in school, and no lesson assigned is to be so difficult or of such length, that the pupil can not do it well and without aid from others.

All these exercises are to be neatly written in blank books; the mistakes are to be marked by the teacher, and corrected by the pupils themselves.

The blank books used in the fifth and fourth grades must be ruled with double lines, {  } in order to accustom the scholars to give each German letter its proper relative height.

Guide for the teacher: "Materialien für die Stiluebungen in den Volksschulen," by L. Heinemann.

TABULAR VIEW OF THE COURSE OF STUDY IN GERMAN.

GERMAN- AND ANGLO-AMERICAN CLASSES.				
FIRST GRADE.		SECOND GRADE.		THIRD GRADE.
ORAL LANGUAGE LESSONS. Real objects, and Strübing's pictures for demonstration. Neither Books nor slates are used.		PHONETIC ANALYSIS, and LEARNING TO WRITE AND READ GERMAN SCRIPT. Slates (indelibly ruled) are used, but no books.		LEARNING TO READ GERMAN PRINT from Reading-Charts and Lütken's Primer. Slates (indelibly ruled), and primers are used.
ANGLO-AMERICAN CLASSES.				
	FOURTH GRADE.	FIFTH GRADE.	SIXTH GRADE.	SEVENTH GRADE.
READING. TRANSLATION and GRAMMAR.	Ahn's Rudiments. Exercises 1 to 70 incl., and all the stories.	Ahn's First Course. Exercises 1 to 102, and all the stories.	Wrage's Prac. Grammar Lessons II to XVII, incl. Vocabul. and parad'ns.	Wrage's Prac. Grammar Les. XVIII to XXXV, incl. Vocabul. and parad'ns.
Writing	Dictating and copying from the German translation- and reading-exercises.			
Colloquial exercises.	On real objects, Strübing's pictures, and on subject matter of translation- and reading-exercises.			
Penmanship.	Witter's German Copybooks.			
GERMAN-AMERICAN CLASSES.				
	FOURTH GRADE.	FIFTH GRADE.	SIXTH GRADE.	SEVENTH GRADE.
READING, (pieces select- ed by the teacher).	Second Reader. pages 3 to 80.	Second Reader. pages 80 to 160.	Third Reader. pages 9 to 142.	Third Reader. pages 143 to 253.
GRAMMAR.	Sprachschüler. Chapters I and II.	Sprachschüler. Chapters III and IV.	Sprachschüler. Chapters V, VI and VII.	Sprachschüler. Chaps. VIII, IX and X.
DICTATING & RECITING, or WRITING FROM MEMORY.	Pieces from Reader.	Pieces from Reader.	Pieces from Reader.	Pieces from Reader.
COMPOSITION.	Oral, combined, with blackboard exercises.	Short stories, and de- scriptions of familiar objects.	Narratives and descrip- tions of familiar pro- cesses of labor.	Letters, first prepared in class, and answers to letters dictated for this purpose.
Penmanship.	Witter's German Copybooks, or copying of composition-exercises (letters.)			

RULES IN FORCE
RELATING TO
GERMAN TEACHERS AND INSTRUCTION.

1.

The German assistants stand to their respective principal in the same relation as the English assistants, and are to abide by his decision in all matters pertaining to the organization, management and discipline of their classes. In regard to methods of instruction they will communicate directly with the German Assistant-Superintendent, and strictly follow his directions.

2.

Each German teacher is responsible for the state of discipline existing in his classes during German recitation hours, and during these the English teacher is required to keep strict order among those pupils of her room, who are not reciting German.

3.

In schools in which there are two or more German teachers, the one who holds the relatively highest position exercises to some extent a supervisory power over his colleagues, in order to secure the necessary unity of method in the instruction of the German classes.

4.

German is not an obligatory study, but once selected can not be discontinued before the close of the scholastic year, without a written permit from the Superintendent or his German Assistant.

5.

No pupil is allowed to enter upon the study of German in any

but the *lowest* grade, unless he be able to pass a satisfactory examination on the work of the previous grades.

6.

To assure the proper authorities, that every pupil, who is selecting the study of German, is doing so with the knowledge and consent of his parents, the latter are required to make known their wishes in regard to this subject, by signing and returning to the principal, the "Optional-Study-Blank," to be furnished by him to every child entering school.

7.

The principal will also state on the "Transfer Paper" of each pupil leaving the school whether the bearer is a member of a German class.

8.

Every pupil studying German must belong in this branch of instruction to the *same* grade to which he belongs in his English studies.

9.

The time allotted daily to German instruction in the different grades is as follows: in the first grade, twenty minutes; in the second and third grades, each twenty-five minutes, and half an hour in each of the other grades. Besides this, half the time devoted in each grade to penmanship is used in practising German script, under the supervision of the German teacher.

10.

No school exercises are to be allowed to interfere with the regular daily German recitations, except examinations ordered by the Superintendents and the weekly "science-lesson"—where such interference is *unavoidable*.

11.

Want of punctuality in classes in their attendance upon the German lessons, as well as repeated neglect of study on the part of any pupil, is to be reported to the principal.

12.

No principal may allow two daily German recitations in the same room without the written consent of the Superintendent.

13.

In all reports on scholarship sent to parents, as also in those made to the Superintendent, on the results of the semi-annual examinations, German is to be taken into account in calculating the average "per cents" made by each pupil, class, grade, and school.



TEXT BOOKS USED IN THE PUBLIC SCHOOLS.

DISTRICT SCHOOLS.

McGuffey's (Leigh's Phonetic) Primer, First Reader, and Charts; McGuffey's Second, Third, Fourth, Fifth, and Sixth Reader (adopted 1867); Grammar, Greene's Introduction, and Analysis (adopted 1857); Robinson's Intellectual Arithmetic, and Progressive Practical Arithmetic (adopted 1867); Felter's First Lessons, Primary, and Intermediate Arithmetics (adopted 1865); Worcester's Speller; Webster's Primary Dictionary; Seavey's (Goodrich's) History of the United States (1865); Lueken's Fibel; Lueken's Sprachschueler, I & II; Witter's Second and Third German Readers; Wrage's German Grammar; Ahn's Rudiments and First Course; Warren's Primary and Common School Geographies (1857); Spencerian System of Penmanship (1859); Witter's System of German Penmanship; Smith's Series Drawing Cards and Books (1874); Loomis's First Steps in Music, Nos. 3 and 4.

NORMAL SCHOOL.

Arithmetic—D. P. Colburn (1857).

Geometry—Evans.

Physical Geography—Colton, Warren, and Guyot.

Natural Philosophy—Hooker.

Mental Philosophy—Haven.

Penmanship—Spencer.

Reading—Hillard and Sargent.

Algebra—Sherwin.

Geography—Warren, Colton, and Guyot.

History—Willson.

English Grammar—Greene.

Vocal Music—The Song Garden, Concone's Vocal Exercises, Robyn's Classical Singer, (and Singer's Hand Book, Part 3, for School of Observation).

Physiology—Loomis.

Constitution of U. S.—Townsend.

Theory and Art of Teaching—Wickersham, and Rosenkranz.

History of English Literature—Cleveland, and Collier.

Latin—Allen's and Greenough's Latin Grammar; Crosby's Eclogæ Latinæ.

Spelling—Worcester.

Composition—Parker.

Drawing—Bartholomew.

HIGH SCHOOL.

English Literature. Collier's History of. (1868. Spalding's used for the previous ten years.)

Latin.....Leighton's Latin Lessons, } 1878.
 Allen's Latin Composition, }
 (Smith's Principia, 1864. Andrew's Reader, 1857.)
 Allen & Greenough's Grammar (1873).
 Hanson's Prose Selections (1866).
 Andrews & Stoddard's Grammar (1868.
 Bullion's, 1858).
 Arnold's Prose Composition (1858).
 Virgil (1859).
 Andrews' or Anthon's Lexicon (1859).

- Greek*.....Harkness' First Greek Book (Arnold's, 1858).
 Leighton's Lessons (1875. Crosby, 1859).
 Goodwin's Grammar (1875. Crosby, 1859. Bullion's, 1858).
 Arnold's Prose Composition (1858).
 Goodwin's Reader (1875. Felton's, 14 years. Owen's, 1862-1863).
 Crosby's Anabasis (1861. Owen's, 1859).
 Felton's or Owen's Homer (1859).
 Liddell & Scott's Lexicon (1859).
- French*.....Borel's Grammaire (1871. Pinney & Arnoult's, 1862. Ahn's, 1868).
 Les Princes de l'Art (1871).
 Fasquelle's Introductory Course (1869).
 Fisher's Easy Reading (1871. Fasquelle's, 1869).
- German*Otto's German Grammar (1861. Woodbury's, 1859).
 Amerikanisches Lesebuch (1868. Pagenstecher's Fourth Reader, 1862).
 Hailmann's German Reader (1874).
- History*.....Willson's Outlines (1858. Goodrich, 1854).
- Mathematics*.....Ray's Algebra, Part 2d (1868. Part 1st, 1869-1871).
 Chauvenet's Geometry (1869. Loomis', 11 years).
 Chauvenet's Trigonometry (1869. Loomis', 13 years).
 Howison's or } Analytical Geometry,
 Loomis' } (1869. 1854-1875).
 Snell's Olmsted's Astronomy (1870. Loomis', 11 years. Brocklesby's Astronomy, 1865).
- Natural Philosophy*..Norton's (1875. Tate's, 1859-1861. Wells', 14 years).

- Chemistry*.....Barker's (1875. Porter's, 1866-1874.
Youman's, 1859-1865).
- Natural History*.....Warren's Physical Geography (1859).
Hitchcock's Physiology (1869. Hook-
er's, 10 years).
Gray's Botany (1859).
Tenney's Zoology (1871. Agassiz and
Gould's, 12 years).
Dana's Mineralogy (1872).
Dana's Geology (1872. Adams', 1859-
1861. Hitchcock's, 10 years).
- Mental Philosophy*...Schwegler's History of (1873. Way-
land's, 1860. Haven's, 13 years).
- Moral Philosophy*...Hickock's (1860. Wayland's, 1859).
- Bookkeeping*.....Payson, Dunton, and Scribner's, (1861).
- Rhetoricals*.....Randall's Elocution (1869).
Day's Rhetorical Praxis (1869).
Webster's Academic Dictionary (1868).
McGuffey's Sixth Eclectic Reader (1868.
Sargent's Reader.)
Smith's Choice Specimens (1872).
- Music*.....Concone's Vocal Exercises (1868).
Robyn's Classical Singer (1871).
- Art*.....Huntington's Manual (1865).

TABULAR STATEMENTS FOR THE YEAR 1873-74.

TABLE 1.—Showing names, locations, etc., of the school-houses.

TABLE II.—Showing character of attendance of Pupils.

TABLE III.—Showing ages of Pupils registered.

TABLE IV.—Showing occupation of Parents, etc.

TABLE V.—Showing birth-places of Pupils.

TABLE VI.—Showing enrollment and attendance of Pupils.

TABLE VII.—Showing classification and grades of studies of Pupils.

TABLE VIII.—Showing classification, etc., in German Instruction.

TABLE IX.—Schedule of Salaries January 1st, 1875.

TABLE X.—Historical table extending back to 1850.

TABLE I.
Showing names, locations, dimensions and value of School Houses, size and value of Grounds, for June, 1874.

NAMES OF SCHOOLS.	No. of Teachers.		When Built.	Estimated Value of Lots.	Estimated Value of Houses and Furniture.	Size of Lots.	Size of House.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Seats.	How Warmed.
	Whole Day.	Half Day.										
Polytechnic Building (purchased).....	10	1	1867	\$ 60,000	\$322,939 56	135x100	.....	9	9	Irreg.	...	Steam.
Normal (Polytechnic Building).....	12	1	1867	...	...	.....	.....	3	11	98x32	400	Furnaces.
High	12	1	1865	35,000	41,157 33	150x106	84x67	...	5	Irreg.	180	Furnaces.
Branch High No. 1 (Polytechnic Bld'g)	6	1	.....	.....	.....	.....	.....	...	4	3x34	200	Stoves.
Branch High No. 2 (Franklin Building)	4	1	.....	.....	.....	.....	.....	...	4	28½x27	160	Furnaces.
Branch High No. 3 (Peabody Building)	4	1	.....	.....	.....	.....	.....	...	4	30x32	160	Furnaces.
Branch High No. 4 (Douglas Building)	1	1	.....	.....	.....	.....	.....	...	1	30x38	40	Stoves.
Branch High No. 5 (Blow Building)...	15	1	1873	13,000	41,610 06	293½x147½	76x96	12	12	28½x27	700	Furnaces.
Bates.....	13	1	1873	17,571	37,238 32	182½x167½	76x80½	3	12	28½x27	700	Furnaces.
Benton.....	15	1	1870	40,000	38,288 30	127x112	100x34	3	12	27x30	700	Furnaces.
Blow	9	1	1868	5,000	15,000 00	160x115	100x34	2	8	30x38	430	Furnaces.
Carondelet.....	13	1	1871	2,300	33,910 64	150x137½	86x55	12	8	27x30	700	Furnaces.
Carr	10	1	1855	7,300	4,002 77	76x155	40x75	2	8	20x30	450	Stoves.
Carr Lane.....	14	1	1870	10,000	39,794 01	125x142	76x80½	3	12	27x30	700	Furnaces.
Carroll	18	1	1866	10,000	44,062 20	140x150	58x75	3	14	27x30	830	Furnaces.
Charles.....	9	1	1869	3,000	15,517 71	180x150	58x32	8	8	24x30	480	Stoves.
Chouteau.....	10	1	1868	3,400	9,621 38	75x123	53x32	2	6	27x30	480	Furnaces.
Clark	4	1	1846	9,000	3,000 00	74x153	29x52	2	5	Irreg.	200	Stoves.
Clay.....	15	1	1859	10,000	16,214 27	100x960	74½x56	3	12	27x30	700	Furnaces.
Clinton.....	16	1	1868	11,000	44,490 63	170x119	72x66	3	12	27x30	700	Furnaces.
Compton.....	4	1	1868	3,500	14,329 01	100x135	53x33	2	4	27x30	240	Furnaces.
Des Peres.....	4	1	1873	7,000	17,310 23	145½x154	45x61	2	4	27½x28½	240	Stoves.
Divoll.....	12	1	1872	13,040	36,748 34	200x118½	76x80½	2	12	28½x27	700	Furnaces.
Dodder.....	4	1	Rented.	.....	.....	.....	.....	2	4	Irreg.	240	Stoves.
Douglas.....	9	1	1870	11,300	87,282 00	101x135	76x80½	2	8	26x32	700	Furnaces.
Eads.....	10	1	1859	15,000	9,310 73	79x109	42x71	2	8	20x30	450	Furnaces.
Elliot.....	15	1	1868	25,000	39,411 05	100x150	72x56	12	12	27x30	700	Furnaces.
Everett.....	15	1	1869	11,000	19,203 33	172x127	80½x58	12	12	28x32	700	Furnaces.
Franklin.....	24	2	1867	22,000	35,142 62	107x140	70x100	2	23	32x34	1,100	Stoves.

Gamble.....	9	1851	17,000	6,200 00	75x127	42x71	2	6	Irreg.	350	Furnaces.
Gravins.....	4	1867	3,000	17,083 42	85x125	53x33	2	4	25x30	240	Furnaces.
Hamilton.....	7	1859	6,000	11,800 00	133x135	58x32	2	6	24x30	300	Stoves.
Humboldt.....	13	1870	8,000	38,832 46	126x157	76x80 1/2	3	12	27x30	700	Furnaces.
Iving.....	7	1871	6,000	36,125 77	200x127 1/2	76x80 1/2	2	8	26x32	480	Furnaces.
Jackson.....	7	1859	4,000	15,645 20	150x138	88x32	2	8	24x30	700	Stoves.
Jackson.....	11	1848	16,000	6,195 08	82x169	42x72	3	9	19x28	450	Furnaces.
Jackson Branch.....	7	Rented.	.....	.....	.....	.....	2	7	Irreg.	350	Stoves.
Laclede.....	15	1870	34,000	51,473 40	125x127	76x80 1/2	3	12	27x30	700	Furnaces.
Lafayette.....	15	1853	8,000	18,331 24	160x140	60x80	3	12	24x30	700	Furnaces.
Lincoln.....	14	1867	12,000	46,587 92	160x120	72x66	3	12	27x30	700	Furnaces.
Lyon.....	14	1868	5,000	43,406 32	150x128	71x66	3	12	27x30	700	Furnaces.
Madison.....	16	1870	13,000	35,823 43	100x134	64x70	3	12	26x32	700	Furnaces.
Marquette.....	4	1870	3,000	12,000 00	85x125	58x32	2	4	24x30	240	Stoves.
McFallon.....	16	1867	6,000	63,308 10	190x127	72x66	3	12	27x30	700	Furnaces.
Peabody.....	11	1872	16,500	43,422 70	120x127 1/2	76x80 1/2	3	8	28 1/2 x37	450	Furnaces.
Penrose.....	6	1868	3,500	22,530 43	176x140	53x33	3	6	27x30	360	Furnaces.
Pestalozzi.....	11	1870	15,000	28,498 43	96x140	76x80 1/2	2	8	27x30	480	Furnaces.
Pepe.....	14	1872	11,525	35,898 80	131x130 1/2	71x65	3	12	26 1/2 x30	700	Furnaces.
Shepard.....	10	1859	3,000	16,003 50	100x160	58x32	2	4	24x30	480	Stoves.
Stoddard.....	14	1867	20,000	37,608 05	130x134	86x32	3	12	26x30	700	Steam.
Washington.....	8	1869	22,500	28,560 00	125x152	80 1/2 x38	3	12	25x32	700	Stoves.
Webster { Old.....	15	1863	25,000	52,522 10	1 1/2 acres.	50x80	3	9	27x30	1,240	Furnaces.
Webster { New.....	11	1866	.....	.....	.....	86x32	3	9	27x30	.....	.....
Music.....	4	.....	.....	.....	.....	.....	2	8	.....	.....	.....
Colored School No. 1.....	4	Rented.	.....	.....	.....	40x75	2	8	20x30	400	Stoves.
" " No. 2.....	4	.....	.....	.....	.....	48x35	2	4	18x30	200	Stoves.
" " No. 3.....	9	1870	8,000	6,513 00	152x150	58x32	2	8	26x30	400	Stoves.
" " No. 4.....	3	1859	12,500	18,533 26	100x147	58x32	2	4	26x30	200	Stoves.
" " No. 5.....	2	Rented.	3,000	12,267 64	96x140	58x32	2	2	30x25	100	Stoves.
" " No. 6.....	2	1873	1,500	6,885 17	.....	61x38	1	2	27 1/2 x28 1/2	100	Stoves.
Grand Total.....	607	.....	.....	.....	150x26 1/2	.....	1504	.....	.....	30,530	.....

TABLE II.

Showing Character of Attendance of Pupils in each School for the Year 1873-74.

NAMES OF SCHOOLS.	PUPILS ATTENDING—DAYS.												Total.	Not Absent.	Not Tardy.	No. Cases of Tardiness.	Re-admitted.	Transfer to other Schools.	Total No. Enrolled.
	200	130-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20								
Normal.....	9	100	21	9	3	8	51	7	6	2	4	220	9	182	27	50	.....	220
High.....	77	172	12	13	12	7	21	7	6	5	8	340	77	269	436	71	.....	342
Branch High No. 1.....	10	103	13	10	5	6	13	12	11	10	8	201	18	179	91	39	33	234	
Branch High No. 2.....	14	86	12	20	10	15	10	11	10	10	10	208	29	163	118	42	36	244	
Branch High No. 3.....	26	100	17	14	11	8	7	5	9	3	6	206	26	164	98	63	25	231	
Branch High No. 4.....	18	58	12	12	8	8	12	3	19	13	8	171	21	181	60	58	27	198	
Branch High No. 5.....	4	15	3	2	4	2	1	.....	.....	1	.....	32	4	25	50	12	.....	32
Branch High No. 6.....																			
Total Higher Schools.....	158	631	90	80	53	54	115	45	61	44	44	1,378	184	1,093	880	325	123	1,501	
Ames.....	14	213	89	77	72	43	43	64	67	40	32	739	31	498	590	291	75	834	
Bates.....	7	181	107	69	62	54	58	58	63	67	102	832	7	527	707	319	49	894	
Benton.....	24	286	170	100	62	60	60	62	48	55	54	981	24	934	698	298	138	1,119	
Bloom.....	5	180	70	42	36	32	48	29	20	23	23	517	16	375	904	225	.....	519
Camden.....	2	180	108	56	59	67	57	27	29	40	109	683	15	530	1,005	366	61	944	
Camdenet.....	24	243	70	46	40	26	27	27	52	47	109	647	38	435	899	908	93	742	
Carr Lane.....	13	380	124	53	52	34	43	33	53	46	163	1,000	13	654	892	398	132	1,322	
Carroll.....	27	531	120	84	32	32	42	32	34	21	23	1,012	27	601	147	505	71	1,083	
Charles.....	24	191	53	27	22	22	32	32	34	21	23	490	11	420	112	148	48	569	
Chouteau.....	7	185	90	58	46	47	38	34	21	25	23	733	37	357	635	320	49	698	
Clay.....	11	287	165	93	53	47	52	51	78	70	93	894	42	614	885	351	164	1,068	
Clinton.....	23	356	116	81	45	51	52	46	68	41	91	916	64	721	530	246	69	985	
Condon.....	8	63	38	19	16	16	12	13	24	13	11	210	8	116	208	60	6	216	
Des Peres.....	3	85	37	25	19	24	24	16	24	34	37	328	8	209	268	147	17	345	

Dyall.....	8	179	134	65	67	48	45	34	55	50	76	746	19	403	877	330	99	845
Dodder.....	17	78	36	15	18	12	9	24	34	22	21	239	15	200	147	146	46	885
Douglas.....	12	74	33	23	18	12	9	5	24	22	13	234	17	410	147	146	46	885
End.....	40	84	52	43	28	45	41	30	65	54	13	499	8	7	370	327	83	717
Elliot.....	8	359	150	69	44	53	35	31	39	52	33	883	18	632	423	357	87	970
Everett.....	30	218	127	69	56	62	68	64	68	80	125	1,058	59	871	625	343	115	1,173
Franklin.....	34	440	174	141	110	196	109	97	11	31	34	1,230	31	861	1,236	473	104	1,434
Gamble.....	10	193	66	49	41	19	26	11	11	34	43	666	25	467	227	184	68	634
Gravels.....	8	83	32	17	11	11	14	14	20	1	210	3	119	230	59	9	219	568
Hamilton.....	1	104	56	43	45	41	46	41	68	52	62	548	16	392	404	243	20	568
Humboldt.....	24	377	102	89	37	39	56	41	68	34	50	912	47	727	308	328	69	981
Irring.....	3	91	50	50	23	23	33	32	40	53	45	484	23	370	153	182	48	532
Jackson.....	2	90	57	38	25	25	32	32	37	41	44	392	11	218	591	327	7	399
Jefferson.....	50	981	53	34	21	23	24	32	25	48	52	511	47	347	195	158	40	663
Jefferson Branch.....	21	146	51	43	30	24	28	33	43	48	52	511	47	347	195	158	40	663
Lafayette.....	54	435	89	63	39	27	34	33	57	39	34	904	86	805	172	254	79	983
Lafayette.....	26	379	109	53	43	24	40	39	54	42	60	869	96	783	229	281	76	945
Lincoln.....	33	330	146	71	55	41	42	37	17	32	41	803	40	703	154	316	48	851
Lyons.....	8	340	146	71	55	41	42	37	17	32	41	803	40	703	154	316	48	851
Madison.....	42	400	115	92	61	45	44	51	52	58	59	979	12	632	933	362	95	1,074
Marquette.....	5	60	21	25	5	10	5	6	9	7	9	1,033	91	684	635	253	112	1,185
O'Fallon.....	3	354	131	93	78	61	43	51	77	79	107	1,078	13	710	829	243	117	1,195
Peabody.....	13	142	62	47	34	32	30	32	28	31	30	380	12	358	369	130	28	508
Pemrose.....	1	100	52	30	27	27	16	26	27	55	28	389	1	208	179	147	19	408
Pestalozzi.....	17	267	94	51	30	20	27	23	30	24	44	632	17	554	114	120	44	680
Pope.....	5	171	127	92	52	38	38	40	42	35	33	449	5	423	575	381	33	730
Pope.....	16	173	66	41	20	19	28	15	31	20	20	449	23	340	160	158	45	494
Stoddard.....	24	312	122	97	51	42	31	29	34	39	10	801	43	605	668	335	56	837
Washington.....	8	83	67	46	33	16	20	29	34	41	137	504	23	364	461	215	36	540
Webster.....	71	473	311	163	162	61	64	48	106	57	55	1,573	119	1,532	964	845	352	1,925
Total Grammar Schools.....	748	10,675	4,167	2,682	1,948	1,687	1,745	1,635	1,921	1,761	2,166	31,125	1,265	22,643	20,802	11,019	3,115	34,340
Colored School No. 1.....	2	25	17	20	28	25	17	37	31	36	25	377	2	192	252	95	10	287
Colored School No. 2.....	1	38	21	22	16	26	17	20	32	41	69	303	12	160	765	133	15	318
Colored School No. 3.....	4	138	85	33	45	53	56	64	77	70	80	714	4	318	1,629	275	27	741
Colored School No. 4.....	5	84	16	19	12	16	16	17	18	21	16	190	24	82	133	18	5	195
Colored School No. 5.....	11	10	10	10	15	11	23	19	20	23	23	156	.....	27	205	59	.....	160
Colored School No. 6.....	18	12	12	7	8	5	10	10	14	10	10	106	4	27	205	59	.....	160
Total Colored Schools.....	12	264	161	120	118	143	126	171	191	198	222	1,746	46	817	3,287	639	61	1,507
Grand Total.....	918	11,573	4,418	2,882	2,119	1,884	1,966	1,841	2,173	2,003	2,442	34,249	1,456	24,553	25,029	11,976	3,269	37,648

TABLE III.

Showing the number of Pupils of Different Ages registered in each School for the year 1873-74.

NAMES OF SCHOOLS.	7 years and under.	8	9	10	11	12	13	14	15	16 and over.	Total	Received by Transfer.	Total number registered.
Normal.....											220		220
High.....											203		342
Branch High No. 1.....											308		342
Branch High No. 2.....											45		107
Branch High No. 3.....											104		244
Branch High No. 4.....											30		231
Branch High No. 5.....											23		108
Branch High No. 6.....											9		32
Total Higher Schools.....											1,140		1,501
Ames.....	108	24	12	15		8	15	6	25	12	232	582	884
Bates.....	327	111	88	75		8	39	37	12	6	841	63	894
Benton.....	217	103	125	112		121	105	64	37	24	1,011	108	1,119
Blow.....	147	58	65	41		50	74	52	33	22	579	29	608
Carondelet.....	387	102	94	81		85	60	47	21	17	867	77	944
Carr.....	353	107	89	92		48	36	23	16	9	686	57	742
Carr Lane.....	258	124	120	122		102	113	91	80	25	1,032	80	1,112
Carroll.....	257	122	142	132		132	138	78	59	12	1,067	16	1,083
Charles.....	182	59	54	55		45	36	27	10	3	471	25	496
Chouteau.....	272	57	69	51		50	37	42	8	2	591	37	628
Clay.....	318	127	114	89		96	108	80	73	16	1,045	33	1,078
Clinton.....	220	96	99	106		121	116	92	75	21	1,053	32	1,085
Compton.....	85	34	33	24		15	10	7	3	1	208	6	214
Des Peres.....	125	55	52	50		30	15	10	7	1	305	40	345
Divoll.....	219	84	88	75		60	60	37	22	8	749	96	845
Dodder.....	153	57	52	43		38	18	6	1	1	373	12	385
Douglas.....	264	108	101	97		66	50	6	2	1	666	51	717
Eads.....	106	67	57	47		64	52	28	15	5	603	69	672
Elliot.....	212	106	90	83		95	95	63	44	26	950	90	1,040
Everett.....	269	145	96	118		107	102	94	67	34	1,061	82	1,143
Franklin.....	315	176	144	120		112	121	105	49	30	1,282	142	1,424
Gambie.....	267	99	86	61		39	12	2	1	1	386	35	421
Gravois.....	86	26	28	26		25	3	8	1	1	262	17	279

Hamilton.....	83	57	271	385	300	108	9	.....	21	535	33	563
Humboldt.....	281	110	74	51	61	28	4	.....	9	924	37	961
Irvine.....	146	66	44	74	64	64	12	6	4	492	40	532	
Jack.....	190	39	44	99	95	31	15	10	2	387	12	399	
Jefferson.....	13	50	77	99	96	118	85	40	17	590	64	653	
Jefferson Branch.....	305	147	38	39	6	3	4	.....	5	545	49	594
Lafayette.....	156	84	98	124	107	188	119	41	28	905	58	963	
Lake.....	265	111	92	73	92	101	63	39	20	859	945	945	
Lincoln.....	151	82	87	71	87	79	90	68	32	777	74	851	
Lyon.....	306	108	108	113	111	102	79	44	28	987	87	1,074	
Madison.....	294	125	130	135	124	120	88	43	12	1,108	60	1,165	
Marance.....	78	21	28	18	17	10	7	.....	1	178	4	182
O'Fallon.....	315	144	131	94	99	132	87	56	17	1,085	110	1,195	
Peabody.....	183	57	60	49	35	32	26	11	6	450	49	508	
Penrose.....	157	49	50	41	31	23	12	5	1	359	49	408	
Petalozzi.....	267	94	109	80	35	28	13	4	.....	629	51	680
Pope.....	185	92	67	58	75	71	54	45	19	678	43	730	
Shepard.....	187	59	71	46	46	31	14	3	.....	458	36	494
Stoddard.....	113	92	66	119	130	120	107	61	9	819	45	857	
Sullivan.....	186	57	50	53	48	53	32	12	9	492	48	540	
Washington.....	379	208	201	188	192	227	195	130	53	1,819	116	1,925	
Webster.....	9,540	3,990	3,601	3,313	3,085	3,074	2,303	1,488	641	371	31,406	2,924	34,340
Total Grammar Schools.....													
COLORED SCHOOL No. 1.....	68	44	27	26	18	18	27	12	10	21	271	16	287
" 2.....	93	27	26	28	16	30	34	23	12	22	311	7	318
" 3.....	129	69	48	65	36	72	65	60	42	109	695	46	741
" 4.....	48	22	15	12	19	16	10	10	9	30	191	4	195
" 5.....	40	13	6	15	10	15	12	6	10	27	154	6	160
" 6.....	38	10	10	2	6	10	7	5	6	12	105	1	106
Total Colored Schools.....	416	185	192	148	105	161	155	116	88	221	1,727	80	1,807
Grand Total.....	9,956	4,175	3,733	3,461	3,190	3,247	2,524	1,784	977	1,926	34,273	3,375	37,648

Douglas.....	8	3	17	4	23	10	10	6	6	2	135	5	60	150	140	10	10	8	25	55	666	51	717
Eads.....	24	17	4	5	43	3	20	12	8	32	12	13	116	69	28	23	10	15	59	503	50	572	
Elliot.....	65	2	16	14	10	78	35	34	17	43	43	67	136	262	76	32	18	30	30	920	50	572	
Everett.....	41	2	13	35	4	23	35	60	13	232	71	88	272	70	61	25	36	31	41	1091	82	1173	
Franklin.....	66	34	18	11	14	91	21	29	85	15	232	71	88	272	70	61	25	36	31	1202	142	1434	
Gamble.....	2	3	15	29	8	10	4	12	9	25	57	1	89	71	12	6	51	15	57	596	38	684	
Groves.....	2	3	15	29	8	10	4	12	9	25	58	1	1	89	71	12	6	51	15	56	202	17	219
Hamilton.....	2	3	15	29	8	10	4	12	9	25	58	1	1	89	71	12	6	51	15	56	202	17	219
Hampton.....	13	14	5	13	23	8	17	51	17	11	214	17	116	259	57	12	11	39	32	34	924	57	981
Humboldt.....	15	14	5	23	12	..	..	30	9	80	9	39	125	12	9	6	2	15	85	492	42	539
Irvine.....	..	1	1	4	8	16	6	14	4	49	32	13	150	102	26	20	16	37	24	387	12	399	
Jackson.....	6	1	13	8	4	16	6	14	4	49	32	13	150	102	26	20	16	37	24	387	12	399	
Jefferson.....	11	10	2	7	13	25	13	3	48	30	26	143	84	5	7	18	38	65	545	49	594		
Jefferson Branch.....	9	6	60	16	12	12	85	8	1	28	3	52	62	96	189	42	50	35	33	96	952	93	983
Laclede.....	2	1	8	96	9	1	28	3	3	52	7	103	135	33	33	40	4	17	49	892	93	945	
Lafayette.....	2	1	8	96	9	1	28	3	3	52	7	103	135	33	33	40	4	17	49	892	93	945	
Lincoln.....	54	1	6	24	7	0	31	6	42	19	134	13	199	188	80	21	41	24	11	124	987	87	1074
Lyon.....	29	8	7	1	0	31	6	42	19	134	13	199	188	80	21	41	24	11	124	987	87	1074	
Madison.....	47	21	20	10	10	36	12	30	5	131	31	85	204	186	25	18	50	36	147	1105	60	1165	
Marion.....	..	3	1	15	2	8	4	4	30	34	3	5	41	13	3	4	10	6	11	178	4	182	
O'Fallon.....	16	3	1	15	2	8	4	4	30	34	3	5	41	13	3	4	10	6	11	178	4	182	
Peabody.....	18	..	6	14	7	49	..	13	3	44	2	44	119	89	23	2	6	5	15	459	49	508	
Penrose.....	5	..	2	6	26	13	2	40	20	45	4	32	103	11	4	17	3	1	25	359	49	508	
Pestalozzi.....	12	5	5	12	12	12	2	21	3	90	36	32	259	53	25	21	26	15	15	659	51	650	
Pope.....	20	5	8	5	15	26	..	31	7	61	13	43	170	129	29	48	9	23	42	678	42	730	
Shepard.....	3	1	2	1	18	14	..	7	9	81	6	23	170	30	14	14	12	11	12	458	36	494	
Stoddard.....	45	5	12	30	10	55	15	8	40	45	..	79	90	240	70	20	10	8	30	812	45	857	
Washington.....	5	..	6	1	4	7	..	34	4	115	68	37	86	39	4	16	14	14	48	492	48	540	
Webster.....	45	7	17	50	7	87	11	61	32	100	22	68	696	234	86	51	12	31	192	1809	116	1925	
Total Grammar Schools.....	880	173	440	577	530	1280	272	1237	687	4077	757	2957	7655	3753	1668	803	822	906	2873	31406	2634	31340	
Colored School No. 1.....	13	2	1	15	5	76	111	2	..	4	17	25	271	16	287
" " No. 2.....	6	20	23	3	84	104	2	3	4	..	1	6	53	311	7	318
" " No. 3.....	1	..	3	43	..	3	..	35	10	201	133	2	16	27	1	5	11	56	625	46	741
" " No. 4.....	..	..	..	..	..	5	7	42	6	45	43	..	3	2	6	..	..	2	28	191	4	195
" " No. 5.....	10	5	60	41	..	2	2	11	4	13	154	6	160
" " No. 6.....	..	..	..	..	..	..	..	20	11	34	25	..	1	..	..	..	..	2	9	10	1	106
Total Colored Schools.....	1	..	9	82	2	10	8	145	40	590	619	2	24	34	24	1	10	42	164	1727	89	1807	
Grand Total.....	926	177	477	690	538	1354	280	1390	708	4700	1283	2635	7896	4003	1220	829	843	976	3323	34273	3375	37648	

TABLE V.
Showing the Birthplace of Pupils registered in each School for the year 1873-74

NAMES OF SCHOOLS.	St. Louis.	Missouri.	St. Louis.	New England States.	Middle States.	Southern States.	Western States and Territories.	Great Britain.	Ireland.	German States.	Other Foreign Countries.	Unknown.	Total.	Received by Transfer.	Total No. Registered.
Normal.....	75	38	12	14	14	12	53	6	2	1	1	9	250	...	250
High.....	186	27	15	26	26	15	69	3	...	2	...	...	308	34	342
Branch High No. 1.....	80	21	7	5	5	7	32	1	2	...	...	2	152	82	234
Branch High No. 2.....	118	13	1	1	1	2	48	9	...	...	...	...	203	41	244
Branch High No. 3.....	19	10	2	2	2	2	14	1	...	...	...	...	91	140	231
Branch High No. 4.....	88	8	4	1	1	8	10	...	...	12	1	3	135	63	198
Branch High No. 5.....	13	5	...	3	3	3	4	3	...	...	...	...	31	1	32
---Total Higher Schools....	589	122	49	58	58	49	230	25	4	16	8	14	1,140	361	1,501
Ames.....	167	22	9	6	6	9	32	2	1	5	4	2	252	582	834
Bates.....	532	24	30	40	40	30	116	53	17	10	...	...	841	53	894
Benton.....	626	39	57	54	54	57	165	22	8	13	13	...	1,011	108	1,119
Blow.....	278	97	17	27	27	17	106	33	4	17	...	2	579	20	608
Carondelet.....	412	111	22	49	49	22	159	37	9	37	21	4	867	77	944
Carr.....	476	25	11	13	13	11	64	21	18	28	18	...	685	67	742
Carr Lane.....	710	47	4	44	44	4	126	17	9	24	19	3	1,052	80	1,132
Carroll.....	850	30	8	18	18	8	60	...	...	43	10	42	1,067	16	1,083
Charles.....	384	30	...	4	4	...	23	7	1	18	1	...	471	28	499
Chouteau.....	425	48	1	9	9	10	44	...	...	20	16	...	501	37	538
Clay.....	759	65	33	33	33	29	103	15	2	26	3	8	1,045	53	1,098
Clinton.....	657	52	36	32	32	48	96	16	25	51	5	2	853	32	885
Compton.....	176	5	11	12	12	11	11	...	...	...	...	...	208	8	216
Des Peres.....	233	19	10	10	10	11	29	8	3	6	...	...	306	40	346
Divoll.....	465	49	8	48	48	5	106	18	8	10	1	11	573	96	669
Dodier.....	307	18	1	5	5	5	26	...	...	...	...	...	749	12	761
Douglas.....	472	21	23	34	34	10	64	16	...	30	5	15	666	51	717
Eads.....	277	49	7	31	31	23	84	...	...	10	9	3	503	69	572
Eliot.....	634	75	5	34	34	25	101	92	2	32	...	...	920	50	970
Everett.....	701	46	10	44	44	50	151	35	33	24	5	2	1,091	82	1,173
Franklin.....	740	40	158	45	45	13	63	...	...	72	23	...	1,262	142	1,404
Gamble.....	426	10	13	15	15	13	63	12	...	34	...	...	596	38	634

Gravola.....	179	4	1	1	12	1	13	4	....	....	....	293	381	339	531	31,406	2,984	17	319
Hamilton.....	405	15	25	16	36	12	12	3	....	....	....	585	924	387	545	925	945	87	1,074
Humboldt.....	705	29	19	14	94	44	14	43	....	....	....	924	1,393	594	945	1,165	1,165	60	1,165
Irving.....	331	17	5	11	23	8	3	19	....	....	....	423	523	387	545	925	945	87	1,074
Jackson.....	390	6	...	15	23	4	...	16	....	....	....	1	23	1	5	9	9	74	851
Jefferson.....	408	8	...	16	38	16	4	26	....	....	....	3	1	5	6	17	17	4	182
Jefferson Branch.....	346	25	25	17	64	14	6	39	....	....	....	3	3	18	3	17	17	4	182
Laclede.....	687	23	34	23	137	7	5	33	....	....	....	3	3	18	3	17	17	4	182
Lafayette.....	664	25	14	6	90	2	3	26	....	....	....	3	3	18	3	17	17	4	182
Lincoln.....	533	66	3	13	104	4	3	34	....	....	....	3	3	18	3	17	17	4	182
Lyon.....	700	43	41	8	89	7	3	30	....	....	....	3	3	18	3	17	17	4	182
Madison.....	813	31	33	91	28	7	23	4	....	....	....	3	3	18	3	17	17	4	182
Maramec.....	144	8	...	1	17	...	...	4	....	....	....	3	3	18	3	17	17	4	182
O'Fallon.....	810	48	3	33	105	25	9	20	....	....	....	3	3	18	3	17	17	4	182
Peabody.....	314	14	10	43	43	3	...	13	....	....	....	3	3	18	3	17	17	4	182
Penrose.....	291	13	...	1	83	1	...	14	....	....	....	3	3	18	3	17	17	4	182
Pestalozzi.....	478	13	3	6	79	3	1	90	....	....	....	3	3	18	3	17	17	4	182
Pope.....	414	74	17	18	116	8	6	7	....	....	....	3	3	18	3	17	17	4	182
Shepard.....	393	7	...	5	24	...	...	20	....	....	....	3	3	18	3	17	17	4	182
Stoddard.....	554	50	31	23	99	4	3	6	....	....	....	3	3	18	3	17	17	4	182
Washington.....	390	16	6	13	33	10	6	3	....	....	....	3	3	18	3	17	17	4	182
Webster.....	1,330	96	50	43	263	15	13	38	....	....	....	3	3	18	3	17	17	4	182
Total Grammar Schools.....	31,824	1,563	413	1,035	3,398	493	963	934	339	531	31,406	2,984	331	331	331	31,406	2,984	116	1,925
Colored School No. 1.....	50	130	....	....	46	....	....	....	....	....	....	5	5	5	5	5	5	16	287
" " No. 2.....	104	90	....	....	83	....	....	....	....	....	....	19	19	19	19	19	19	7	318
" " No. 3.....	260	199	7	165	...	....	....	....	....	....	....	3	3	3	3	3	3	46	741
" " No. 4.....	88	69	....	....	20	....	....	....	....	....	....	3	3	3	3	3	3	4	195
" " No. 5.....	49	70	....	....	17	....	....	....	....	....	....	3	3	3	3	3	3	6	160
" " No. 6.....	22	57	....	....	14	....	....	....	....	....	....	3	3	3	3	3	3	1	108
Total Colored Schools.....	573	615	7	165	176	....	....	....	....	....	....	37	37	37	37	37	37	80	1,807
Grand Total.....	33,966	2,900	444	1,966	3,804	517	973	950	337	963	34,373	3,375	331	331	331	31,406	2,984	116	1,925

TABLE VI.

Showing the Enrollment and Average Attendance of Scholars, and Total Cost of Schools for the Year 1873-74.

NAMES OF SCHOOLS.	Whole No. Enrolled.		Duplicate Registration.	Average Number Belonging.	Average Daily Attendance.	Per Cent. of Attendance.	Av. No. of Pupils to each English Teacher.	Average No. of Teachers Teaching German.		Amount of Teachers' Salaries.	Rate per Scholar on Av. No. Belonging.	Incidental Expenses.	Cost of Incidentals per Scholar on Av. No. Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Scholar on Av. No. Belonging.
	Boys.	Girls.						Whole Day.	Half Day.						
Normal.....	220	220	34	172	297	102	94	10	1	\$12,058 00	\$73 59	\$1,840 66	\$10 70	\$14,498 66	\$64 29
High.....	120	188	34	123	297	291	88	13	1	20,004 40	67 56	2,002 35	6 74	22,006 66	74 30
Branch High No. 1.....	63	89	82	143	136	136	95	6	1	7,653 00	53 52	335 75	2 35	7,988 75	53 87
Branch High No. 2.....	72	131	203	143	155	151	97	6	5	8,060 05	55 28	58 32	38	8,637 37	55 60
Branch High No. 3.....	33	58	91	143	143	136	95	5	...	5,772 40	40 37	87 84	61	5,859 24	40 98
Branch High No. 4.....	48	87	135	135	131	121	97	5	...	6,453 90	51 63	100 01	80	6,553 91	52 48
Branch High No. 5.....	16	15	81	27	27	25	93	1	...	.....	.....	.....	.....	.....	.....
Total Higher Schools	352	788	391	1,032	1,023	96	23	48	1	\$61,171 25	\$57 60	\$4,425 34	\$ 4 17	\$65,596 59	\$61 76
Ames.....	139	123	252	560	520	520	93	13	1	8,275 80	14 78	1,717 13	3 07	9,992 93	17 85
Bates.....	388	453	841	625	518	475	92	13	...	9,326 28	18 00	1,595 75	3 08	10,921 83	21 08
Benton.....	508	503	1,011	748	705	705	94	15	1	10,713 40	14 32	2,092 54	2 68	12,715 94	17 60
Blow.....	325	254	579	391	364	364	93	9	...	8,422 40	21 54	949 99	2 43	9,372 39	23 97
Carondelet.....	504	363	867	77	519	468	90	13	1	8,041 51	17 23	1,648 58	3 18	10,690 09	20 41
Carr.....	311	374	685	57	472	446	94	10	...	6,833 35	14 48	904 36	1 92	7,737 71	16 40
Carr Lane.....	503	549	1,052	736	689	689	94	14	1	11,162 93	15 17	1,507 53	2 05	12,670 46	17 22
Carroll.....	567	500	1,067	881	788	788	95	15	...	13,684 00	16 47	1,832 36	2 33	15,516 36	18 80
Charles.....	239	232	471	364	329	329	90	10	...	6,450 05	17 72	1,127 18	3 10	7,577 23	20 82
Chouteau.....	304	287	591	37	415	384	93	46	...	6,686 35	16 11	998 94	2 41	7,685 29	18 52
Clay.....	531	514	1,045	682	620	620	91	52	15	10,860 40	15 92	1,458 84	2 14	12,319 24	18 06
Clinton.....	454	489	933	729	693	693	95	16	...	12,067 60	16 55	1,507 39	2 67	13,574 99	18 62
Compton.....	94	114	208	8	151	139	92	4	1	3,135 45	20 77	523 90	3 47	3,659 35	24 24
Des Peres.....	132	173	305	198	184	184	93	4	...	2,869 05	14 49	228 96	2 67	3,097 31	17 16
Dwight.....	383	361	749	613	572	572	92	13	...	8,644 30	16 85	1,447 65	2 82	10,091 95	19 67
Dodier.....	205	168	373	202	187	187	93	61	1	3,303 95	16 36	502 89	2 49	3,806 84	18 85
Douglas.....	347	319	669	498	473	473	95	9	1	6,204 70	12 46	1,754 01	3 52	7,958 71	15 98

Pada.....	167	503	69	308	281	91	34	10	...	6,844.95	22.22	1,369.65	4.06	8,104.60	26.31
Kilok.....	608	920	50	726	679	94	56	15	...	10,979.25	1.12	1,522.45	2.10	12,501.70	17.22
Kverett.....	515	1,091	82	706	664	94	39	15	...	11,901.00	16.81	1,676.48	2.87	13,577.48	19.18
Franklin.....	610	1,292	142	885	832	94	39	24	1	14,809.05	16.73	2,151.08	2.43	16,960.13	19.16
Gamble.....	288	596	38	407	398	90	51	9	...	6,281.90	15.43	876.10	2.15	7,157.90	17.38
Gravola.....	99	202	17	169	146	92	45	4	...	2,661.75	11.11	512.32	3.22	3,074.07	19.33
Hamilton.....	291	635	33	325	296	91	64	6	...	8,635.50	11.25	1,438.93	2.30	10,074.43	13.55
Humboldt.....	431	873	57	633	656	95	63	15	1	10,801.00	15.69	1,629.04	2.34	12,422.04	17.93
Irving.....	256	492	40	336	307	91	66	7	...	5,944.45	22.67	1,046.93	4.38	7,000.38	22.07
Jackson.....	315	387	12	249	224	90	36	11	1	8,354.30	17.66	1,188.78	2.51	9,543.08	29.17
Jefferson.....	301	599	64	473	456	96	47	11	1	5,633.70	14.30	1,776.84	2.21	7,410.54	16.51
Jefferson Branch.....	364	545	49	552	534	95	50	15	1	12,230.70	16.79	1,093.89	2.33	13,324.59	19.12
Lacide.....	319	925	58	728	698	96	56	15	1	11,924.55	18.32	1,704.18	2.69	13,628.73	21.01
Lafayette.....	476	852	93	651	618	95	50	15	1	11,349.50	18.38	1,441.88	2.32	12,791.38	20.60
Lincoln.....	371	777	74	621	582	94	48	14	1	11,900.40	16.39	1,667.96	2.80	13,568.36	18.69
Lyon.....	352	777	87	726	672	93	56	15	1	14,017.30	17.84	1,669.42	2.60	16,686.72	20.34
Madison.....	524	987	60	836	802	96	49	20	...	2,709.99	21.57	1,063.52	4.30	3,773.51	25.67
Madison.....	81	178	4	131	122	93	44	4	...	11,969.95	15.73	1,748.66	2.30	13,718.61	18.03
O'Fallon.....	584	1,085	110	761	698	92	59	15	1	6,789.70	20.42	1,648.95	4.95	8,438.65	25.37
Peabo ly.....	226	439	49	333	314	91	35	10	1	5,743.98	15.42	1,007.54	2.60	6,751.52	17.92
Penrose.....	185	359	49	243	231	91	49	6	1	7,208.70	14.62	1,067.35	2.77	8,276.05	16.79
Pestaloizzi.....	308	629	51	463	438	93	55	11	...	9,881.20	20.92	1,692.97	3.65	11,574.17	24.47
Prope.....	329	678	42	477	441	92	40	14	...	6,630.10	19.11	1,012.60	2.92	7,642.70	22.03
Shepard.....	211	458	36	347	327	94	43	9	1	11,186.00	16.81	1,801.69	1.80	12,987.69	18.51
Stoddard.....	397	813	45	666	630	95	51	14	1	6,305.95	20.68	1,292.90	4.08	7,598.85	24.76
Washington.....	263	492	48	365	377	91	44	8	...	15,208.45	15.62	2,692.87	2.19	17,901.32	17.81
Webster.....	914	1,806	116	1,230	1,171	95	56	26	...	\$378,553.56	\$16.68	\$50,264.99	\$2.61	\$428,818.55	\$19.29
Total Gram'r Schools	15,671	31,406	2,324	22,686	21,208	93	50	524	...	\$378,553.56	\$16.68	\$50,264.99	\$2.61	\$428,818.55	\$19.29
Colored School No. 1.....	113	158	16	146	133	91	37	4	...	2,007.15	20.53	589.53	4.04	2,596.68	34.57
" " No. 2.....	146	171	7	181	140	87	40	4	...	2,697.00	10.39	508.53	3.16	3,205.53	19.56
" " No. 3.....	205	330	46	409	373	91	45	9	...	2,697.00	10.39	508.53	3.16	3,205.53	19.56
" " No. 4.....	104	87	101	115	107	93	38	8	...	9,174.25	15.01	413.74	2.61	9,587.99	93.51
" " No. 5.....	89	134	6	125	107	86	39	3	...	1,253.60	15.81	191.43	3.02	1,445.03	20.83
" " No. 6.....	51	105	1	64	65	86	32	2	...	1,508.25	18.88	311.70	4.87	1,819.95	23.75
Total Colored Schools	892	1,227	80	973	875	90	...	24	...	\$16,899.06	\$17.37	\$3,313.76	\$3.41	\$20,212.81	\$20.77
Musie Teachers.....	...	...	...	...	...	...	...	...	...	8,205.90	...	...	...	8,205.90	...
Grand Total.....	16,563	34,973	3,375	24,731	23,105	93	47	601	...	\$484,829.76	\$18.80	\$57,004.00	9.71	\$541,833.76	21.51

TABLE VII.

Showing capacity of Schools, the Number in the several classes and Grades at the close of the Year 1873-74.

NAMES OF SCHOOLS.	No. of Seats.	No. of Teachers.		NUMBER OF PUPILS IN EACH GRADE.								Total.
		Male Day	Female Day	I.	II.	III.	IV.	V.	VI.	VII.		
Normal.....	180	10	1	Senior. 22	Middle. 38 Third. 63	Junior. 38 Second. 170	Fourth. 63 Junior. 119	Prep. 25	....	....	159
High.....	400	13	1	58	....	....	....	....	....	....	391
Branch High No. 1.....	180	6	2	....	....	....	....	....	....	....	137
Branch High No. 2.....	300	6	2	....	....	....	....	....	....	....	117
Branch High No. 3.....	180	3	2	....	....	....	....	....	....	....	154
Branch High No. 4.....	180	4	2	....	....	....	....	....	....	....	104
Branch High No. 5.....	40	1	..	....	....	....	....	....	....	....	96
Total Higher Schools.....	1,300	43	8	80	101	296	401	200	....	....	938
Ames.....	700	15	..	20	72	52	47	88	65	178	532	
Bates.....	700	13	..	....	....	18	41	71	112	264	506
Benton.....	700	15	1	10	55	83	110	77	174	170	679	
Blow.....	430	9	..	30	17	23	70	31	58	131	360	
Carondelet.....	700	13	1	17	18	46	59	93	45	247	518	
Carr.....	450	10	..	....	....	....	....	....	....	....	448
Carr Lane.....	702	14	1	40	16	60	83	72	127	238	646	
Carroll.....	830	18	..	22	59	....	210	125	182	142	740
Charless.....	480	9	..	....	....	....	....	....	....	....	310
Chouteau.....	480	10	..	....	....	26	11	63	14	196	381
Clay.....	700	15	..	28	41	51	76	47	77	333	653	
Clinton.....	700	16	..	27	43	131	109	111	121	122	654	
Compton.....	240	4	1	....	....	16	....	12	24	42	154
Des Peres.....	240	4	1	....	....	....	21	24	22	126	183
Devoll.....	700	12	..	....	....	61	97	92	81	134	480
Dodier.....	240	4	1	....	....	....	....	51	32	114	197
Douglas.....	700	9	1	....	....	....	....	100	....	262	463
Eads.....	450	10	..	....	....	22	79	42	....	19	293
Elliot.....	700	15	..	46	12	26	54	128	101	111	649	
Everett.....	700	15	..	....	....	74	112	79	109	223	694
Franklin.....	1,100	24	3	29	116	80	165	62	298	592	842	
Gamble.....	350	9	..	....	....	....	....	52	75	249	376

Gravels.....	246	4	..	...	...	...	13	23	21	17	94	168
Hamilton.....	260	7	..	...	...	...	...	...	44	94	220	303
Humboldt.....	700	16	1	...	...	...	19	77	96	150	378	922
Irving.....	700	7	1	...	...	...	20	33	66	68	154	334
Jackson.....	480	11	1	...	...	...	...	28	38	48	132	216
Jefferson.....	450	11	1	...	...	...	68	75	...	...	...	...
Jefferson Branch.....	350	7	1	...	...	...	...	...	...	25	340	480
Laclede.....	700	15	1	24	...	...	80	94	172	66	315	673
Lafayette.....	700	15	1	...	...	...	70	44	97	165	201	686
Lincoln.....	700	14	1	45	...	...	60	80	77	88	228	640
Lyon.....	700	15	1	17	...	...	62	118	104	94	111	688
Madison.....	700	20	..	23	...	...	38	89	125	109	255	682
Maramee.....	240	4	..	...	...	...	...	27	23	81	84	135
O'Fallon.....	700	16	1	...	...	...	81	48	54	180	254	650
Peabody.....	480	11	1	...	...	...	60	15	60	64	133	332
Penrose.....	360	6	1	...	...	...	16	16	37	47	148	264
Pentalozzi.....	480	11	..	...	...	...	...	39	25	72	315	451
Pope.....	710	14	..	16	...	...	41	89	64	109	96	432
Shepard.....	480	10	1	...	...	...	...	43	99	79	136	347
Stoddard.....	700	14	1	49	...	...	78	153	137	88	140	616
Washington.....	700	8	..	...	...	...	...	...	51	53	160	265
Webster.....	1,240	26	..	44	...	...	148	174	209	149	292	1,141
Total Grammar Schools.....	25,530	520	23	486	1,105	1,675	2,792	3,403	3,768	7,865	21,094	
Colored School No. 1.....	400	4	..	...	...	...	...	20	10	35	57	192
" No. 2.....	200	4	..	...	...	...	...	9	21	41	81	152
" No. 3.....	400	9	..	9	26	...	...	43	53	79	153	363
" No. 4.....	200	3	..	...	...	...	5	8	36	16	37	102
" No. 5.....	100	2	..	...	...	...	...	10	16	...	42	68
" No. 6.....	100	2	..	...	...	...	4	...	5	8	47	84
Total Colored Schools.....	1,400	24	..	9	26	9	90	141	179	417	871	
Music Teachers.....	...	4	2	...	...	...	...	...	...	...	...	...
Grand Total.....	26,930	591	23	576	1,239	1,681	3,283	3,744	3,947	8,289	21,965	

TABLE VIII.
Showing No. of Schools in which German is taught and No. of Teachers, with Classification of Pupils and No. Belonging.

NAMES OF SCHOOLS.	NO. OF PUPILS.			NO. OF CLASSES.			NO. OF GERMAN TEACHERS EMPLOYED.	
	German.	Anglo-American.	TOTAL.	Recitation.	Penmanship.	TOTAL.	Whole Day.	Half Day.
Anes.....	236	144	380	13	6	19	1	1
Bates.....	81	186	266	8	4	12	1	...
Benton.....	209	309	518	16	8	24	2	...
Blow.....	89	57	146	8	4	12	1	...
Carondelet.....	239	159	398	11	6	17	1	1
Carr.....	275	33	308	9	3	12	1	...
Carr Lane.....	274	126	400	16	6	22	2	...
Carroll.....	638	18	656	24	8	32	3	...
Charless.....	317	20	337	11	4	15	1	1
Chouteau.....	209	100	309	8	3	11	1	...
Clay.....	288	222	510	14	8	22	2	...
Clinton.....	323	243	566	20	9	29	2	1
Compton.....	23	86	109	4	2	6	...	1
Des Peres.....	31	69	100	4	1	5	...	1
Divoll.....	91	111	202	8	4	12	1	...
Dodier.....	149	15	164	5	2	7	...	1
Douglas.....	182	182	364	9	4	13	1	...
Eads.....	75	82	157	7	4	11	2	...
Eliot.....	166	258	424	15	8	23	2	...
Everett.....	97	357	454	13	7	20	2	...
Franklin.....	231	148	379	20	6	26	2	1

Gamble.....	337	64	401	9	3	12	1	...	...
Gravois.....	137	4	141	5	2	7	...	...	1
Hamilton.....	...	...	...	...	...	...	...	...	...
Humboldt.....	639	33	672	18	7	25	2	...	...
Irving.....	188	55	243	8	4	12	1	...	...
Jackson.....	126	48	174	8	4	12	1	...	...
Jefferson.....	252	51	303	12	5	17	1	...	...
Jefferson Branch.....	211	125	336	6	1	7	...	...	...
Laclede.....	433	116	549	17	9	26	2	...	...
Lafayette.....	584	23	607	19	8	27	2	...	...
Lincoln.....	121	92	213	8	4	12	1	...	...
Lyon.....	520	93	613	18	8	26	2	...	...
Madison.....	629	104	733	23	9	32	3	...	...
Maramec.....	84	24	118	5	2	7	...	...	...
O'Fallon.....	307	306	613	16	9	25	2	...	...
Peabody.....	189	77	266	7	4	11	1	...	...
Penrose.....	107	51	158	5	2	7	...	...	...
Pestalozzi.....	463	14	477	14	4	18	2	...	...
Pope.....	112	307	419	14	6	20	2	...	...
Shepard.....	296	22	318	9	5	14	1	...	...
Stoddard.....	65	254	319	12	5	17	1	...	...
Washington.....	85	113	198	6	4	10	1	...	...
Webster.....	243	88	331	18	8	26	2	...	...
New Webster.....	337	140	472	13	6	19	1	...	...
Total: Schools, 41	10,668	5,128	15,796	511	226	739	56	...	22

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII	XXIII	XXIV	XXV	XXVI	XXVII	XXVIII	XXIX	XXX	Total Males.	Total Females	Total.
Holt.....	I																																
Everett.....	I																																
Franklin.....	I																																
Gamb'e.....	III																																
Gravois.....	III																																
Hamilton.....	III																																
Humboldt.....	III																																
Living.....	I																																
Jackson.....	I																																
Jefferson.....	II																																
Jefferson Branch.....	IV																																
Laclede.....	I																																
Lafayette.....	I																																
Lincoln.....	I																																
Lyon.....	I																																
Madison.....	I																																
Maramba.....	V																																
O'Fallon.....	I																																
Pearbody.....	III																																
Penrose.....	IV																																
Pestalozzi.....	III																																
Pope.....	I																																
Shepard.....	III																																
Soodard.....	I																																
Washington.....	I																																
Weber.....	I																																
Webster.....	IV																																
No. 1 School.....	V																																
No. 2	V																																
No. 3	VI																																
No. 4	VI																																
No. 5	VI																																
No. 6	VI																																
Music.....																																	
Total Males.....	2	1	5	12	13	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	43	533	
Total Females.....																																	
Total.....	2	1	5	14	13	2	4	1	7	1	9	3	8	4	5	6	7	4	79	212	333	57										576	
Average Salary of English Teachers.....																																	
German																																	
General Average of English and German Teachers.....																																	

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TABLE IX. (Continued.)

[illegible]

TABLE X.

Showing the number and capacity of the School-houses, number of Teachers, Registration of Scholars in Day and Evening Schools, and, approximately, the Receipts and Expenditures for each fiscal year (ending July 3 st.) since 1850.

YEAR	RECEIPTS.				EXPENDITURES.											
	Number of School-houses owned by the Board.	Number Rented.	Total Number of Seats.	Whole Number of Pupils Registered.	Average Number Belonging.	Average Daily Attendance	Average Number of Teachers.	From Rents.	From School & County.	From City School Taxes.	Revenue from other Sources.	Total Receipts.	For Teachers' Salaries.	Permanent Improvements.	Current Expenses.	Total Expenses.
1850..	6		1,000		2,437	1,311	31	\$14,537 34		\$18,432 11	\$1,130 01	\$20,563 36	\$13,703 00	\$3,117 75	\$2,742 61	\$20,563 36
1851..	7		2,870		2,657	1,470	47	14,250 57		20,344 70	7,857 11	46,802 69	17,575 00	20,756 26	4,390 07	46,802 69
1852..	7		2,876		2,658	1,470	52	14,154 40		20,263 90	3,670 39	47,356 21	20,000 00	19,345 28	8,007 93	47,356 21
1853..	9		3,755		3,681	1,856	66	14,060 66		27,759 85	14,852 38	45,902 58	23,565 75	11,305 02	9,920 71	43,905 58
1854..	9		3,800		3,681	1,856	74	13,353 53	\$31,043 79	27,759 85	14,852 38	87,058 55	28,403 17	41,063 60	17,925 68	87,058 55
1855..	11		5,917		4,105	2,165	67	15,014 87	\$1,453 47	28,451 27	32,000 63	97,239 24	34,519 12	50,020 12	18,001 57	87,239 24
1856..	11		5,917	8,123			106	15,457 59	24,289 30	31,219 00	27,960 04	98,036 33	42,765 25	40,896 86	21,280 70	98,036 33
1857..	12		5,917			1,161	116	16,784 34	28,179 84	33,880 38	42,438 27	130,282 33	57,020 31	51,029 07	24,374 57	126,082 33
1858..	13		6,773	9,769	8,914	5,361	135	25,764 43	32,730 33	53,500 73	42,438 27	160,220 26	74,742 21	55,554 59	28,211 54	160,220 26
1859..	13		9,289	10,111	6,253	7,739	145	30,442 43	32,953 96	63,815 44	37,060 67	167,474 24	83,474 36	45,733 91	29,670 97	167,474 24
1860..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1861..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1862..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1863..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1864..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1865..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1866..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1867..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1868..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1869..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1870..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1871..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1872..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1873..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96
1874..	13		9,441	12,318	5,716	6,840	161	33,497 38	29,159 76	70,710 83	29,538 61	192,733 96	92,141 35	45,733 91	24,856 04	192,733 96

TEACHERS FOR THE EVENING SCHOOLS, 1874-75.

O'FALLON POLYTECHNIC INSTITUTE.

WM. D. BUTLER.....	<i>Principal.</i>	J. A. YOUNG.....	<i>Assistant.</i>
J. W. HALL.....	<i>Assistant.</i>	FRANK A. FITZPATRICK,	"
JAS. S. STEVENSON.....	"	RUFUS J. DELANO.....	"

CHAS. J. HARRIS, *Assistant.*

BENTON SCHOOL.

T. S. SMITH.....	<i>Principal.</i>	JENNIE A. BARR.....	<i>Assistant.</i>
RACHEL M. GASS.....	<i>Assistant.</i>	KATE M. BUCKLEY.....	"
ISABELLA ANDREWS....	"	MATILDA KANN.....	"
MARY E. RAINS.....	"	MARY A. HOGAN.....	"

CLARA J. GILLIES, *Assistant.*

BLOW SCHOOL.

R. C. F. DÜNHaupt.....	<i>Principal.</i>	MALVINA A. HOSKINS..	<i>Assistant.</i>
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CARONDELET SCHOOL.

CHAS. M. FOSTER.....	<i>Principal.</i>	T. J. KÖTZLI.....	<i>Assistant.</i>
MAGGIE McLAUGHLIN..	<i>Assistant.</i>	KATE F. COOPER.....	"
CORA A. ENGLISH.....	"	URELLA F. SHEPPARD..	"

CARR LANE SCHOOL.

T. R. VICKROY.....	<i>Principal.</i>	JOHNANNA CLINE.....	<i>Assistant.</i>
ORILLA HOWARD.....	<i>Assistant.</i>	LAURA C. ALVORD.....	"
ELIZ. J. R. MESSENGER,	"	SARAH A. STEVENS.....	"
ELIZ. COLLIGAN.....	"	MICHAEL COURTNEY....	"

CLAY SCHOOL.

HENRY C. HAMILTON..	<i>Principal.</i>	CHAS. AULER.....	<i>Assistant.</i>
MARGARET BELL.....	<i>Assistant.</i>	MARY A. SMITH.....	"
ISABEL M. DAVIE.....	"	GERTRUDE GARRIGUES..	"

HARRIS BALDWIN, *Assistant.*

EVERETT SCHOOL.

A. J. SMITH.....	<i>Principal.</i>	MARY S. F. CLEVELAND..	<i>Assistant.</i>
MARY O. GRAHAM.....	<i>Assistant.</i>	JACOB FRIEDMAN.....	"
KATE L. WILSON.....	"	JULIA M. E. LONG.....	"
MARY E. CALLAHAN...	"	LAURA F. LARE.....	"
ELLA G. HOTCHKISS, <i>Assistant.</i>			

HUMBOLDT SCHOOL.

CHAS. SOMMER.....	<i>Principal.</i>	SARAH R. MITCHELL...	<i>Assistant.</i>
ALWINE EICKE.....	<i>Assistant.</i>	ELIZA S. RICE.....	"
ELIZA A. AXFORD.....	"	AMELIA C. HAASE.....	"
MARY M. MCILVAINE..	"	PETER HERZOG.....	"

JEFFERSON SCHOOL.

WM. C. DYER.....	<i>Principal.</i>	CATHERINE S. SCALES..	<i>Assistant.</i>
MARGARET A. MCCLURE,	<i>Assistant.</i>	ELLEN DEVOY	"
IONE ANDERSON.....	"	ELIZABETH MOERSCHER,	"
HUGO HAANEL, <i>Assistant.</i>			

LAFAYETTE SCHOOL.

D. H. LUEKEN.....	<i>Principal.</i>	SIMON L. WEIL.....	<i>Assistant.</i>
ANNA C. GATES.....	<i>Assistant.</i>	JOSIE E. LOGUE.....	"
HANNAH J. SKILLMAN..	"	HULDAH A. EATON.....	"
CAROLINE DORN.....	"	ELLA R. THOMAS.....	"
JOHN H. KRAMER, <i>Assistant.</i>			

MADISON SCHOOL.

H. M. TALLMAN.....	<i>Principal.</i>	KATE T. FAY.....	<i>Assistant.</i>
SARAH R. HANDY.....	<i>Assistant.</i>	JOSIE M. HUNT.....	"
MARY E. LACKAY.....	"	MARY E. SHARP.....	"
SALLIE E. HOOK.....	"	AMALIE VOGEL.....	"
AMANDA GIMBEL, <i>Assistant.</i>			

O'FALLON SCHOOL.

JNO. A. OWEN.....	<i>Principal.</i>	AMALIE MOENCH.....	<i>Assistant.</i>
SOPHIE T. MARTIN....	<i>Assistant.</i>	JULIA F. LYNCH.....	"
CASSIE D. BROOK.....	"	MARY B. NORWOOD....	"
DORA CLARK, <i>Assistant.</i>			

POPE SCHOOL.

B. F. HEDGES.....	<i>Principal.</i>	ELLEN A. BERNOUDY...	<i>Assistant.</i>
JANE HALLIDAY.....	<i>Assistant.</i>	LUELLA DOWD.....	"
HALCYON CHILD.....	"	E. L. H. CAMPE.....	"

SHEPARD SCHOOL.

JOHN W. McELHINNEY..*Principal.* MARY E. GREEN.....*Assistant.*
 JULIAN LAUGHLIN.....*Assistant.* ANNIE E. LIGHTBURNE.. “
 SARAH H. SAXTON, *Assistant.*

WEBSTER SCHOOL.

L. W. TEUTEBERG.....*Principal.* MARY SHEA*Assistant.*
 MATILDA A. PUELLMAN..*Assistant.* MAGGIE F. BAKER..... “
 AUGUST BERGMANN.... “ MOLLIE E. MORGAN.... “
 ANGERONA L. FERGUSON “ M. ANNA NOWLIN..... “
 MARIA C. HODGES, *Assistant.*

No. 1 SCHOOL.

MATTIE E. CUOLAHAN..*Principal.* MARY C. KILLE.....*Assistant.*
 MAGGIE J. KERR, *Assistant.*

No. 2 SCHOOL.

MARY J. CORBIN.....*Principal.* NANNIE M. STANLEY...*Assistant.*

No. 3 SCHOOL.

ALVAH C. CLAYTON....*Principal.* CLARA M. JANES.....*Assistant.*
 NELLIE L. BEACH.....*Assistant.* CARRIE L. GRUMLEY.... “
 ANNIE WOLFE, *Assistant.*

No. 4. SCHOOL.

JULIA O. ALLEN.....*Principal.* LYMAN W. ALLEN.....*Assistant.*

No. 5 SCHOOL.

AMY C. V. SCHIAEGGS..*Principal.* MARG'T L. MAGINN.....*Assistant.*

No. 6 SCHOOL.

RUTH TALLMAN.....*Principal.* JOSEPHINE M. NISBET..*Assistant.*

LOCATION OF THE SCHOOLS

AND

LISTS OF TEACHERS, WITH THEIR RESIDENCES.

JANUARY, 1875.

NORMAL SCHOOL.—Fourth story of the Polytechnic, corner of Seventh and Chestnut streets; 200 seats. **DISTRICT**—The whole city.

Louis F. Soldan.....	<i>Principal,</i>	1118 South Eighth.
Grace C. Bibb.....	1st <i>Assistant,</i>	1313 Chestnut.
Cora Small.....	2d "	105 South Fifteenth.
Joanna Hollohan.....	2d "	1313 Chestnut.
Alice M. Carpenter.....	2d "	1010 Grattan.
Anna L. Gannett.....	2d "	1313 Chestnut.
Nell Parvin.....	3d "	1325 Chestnut.
Ina Bartlett.....	3d "	1512 Spruce.
Caroline S. Ritchie.....	3d "	1604 Olive.
Amelia C. Fruchte.....	3d "	1512 Spruce.
Christiana S. Hyatt.....	3d "	1916 Division.
Conrad Diehl.....	(Drawing $\frac{1}{2}$ day),	1529 Singleton.

HIGH SCHOOL.—Fifteenth and Olive streets; 400 seats. **DISTRICT**—The whole city.

Horace H. Morgan.....	<i>Principal,</i>	3010 Laclede ave.
Brandt V. B. Dixon.....	1st <i>Assistant,</i>	2630 Clark ave.
Geo. B. MacLellan.....	2d "	1912 O'Fallon.
Wm. J. S. Bryan.....	2d "	1419 Dodler.
Henry W. Jameson.....	2d "	2022 Chestnut.
Helen A. Shafer.....	1st "	1621 Olive.
Della M. Brey.....	1st "	2725 Chestnut.
Julia A. Dutro.....	2d "	2902 Locust.
Mary H. Chidester.....	3d "	2718 Stoddard.
Lucy S. Richardson.....	3d "	1510 Lafayette ave.
Denton J. Snider ($\frac{1}{2}$ day).....	3d "	26 Targee.
Wm. H. Rosenstengel.....	2d "	2639 Sarah.
Eliz. von Willich ($\frac{1}{2}$ day).....	3d "	1628 Warren.
Lizzie B. Gow (Drawing).....	3d "	1604 Olive.

BRANCH HIGH SCHOOL No. 1.—Third story of the Polytechnic, corner Seventh and Chestnut streets; 200 seats.
DISTRICT—Indefinite.

Wm. D. Butler.....	<i>Principal.</i>	Webster Groves.
Sue V. Beeson.....	1st <i>Assistant,</i>	1511 Spruce.
Priscilla C. Dudley.....	3d "	2215 Walnut.
Jennie C. Thom.....	3d "	2327 Washington ave.
Virginia E. Stevenson.....	3d "	2109 Walnut.
Richard Hayes (½ day).....	3d "	113½ North Sixth.
Alice D. Choate.....	3d "	317 South Twenty-second.
Carrie A. Wall	3d "	1514 South Seventh.
Margaret H. Taylor (Drawing ½ day),		1422 Clark ave.

BRANCH HIGH SCHOOL No. 2.—Third story of the Franklin School, corner of Eighteenth street and Christy avenue; 250 seats. **DISTRICT**—Indefinite.

John E. Kimball	<i>Principal.</i>	1227 St. Charles.
Miriam S. Sherman	1st <i>Assistant,</i>	1831 Morgan.
Mary McConnell (Drawing)....		3043 Pine.
William F. Sandford.....	3d "	1619 Washington ave.
Evelyn G. Giffillan.....	3d "	Park and Arkansas aves.
John W. Spargo.....	3d "	2633 Cooper.
Margaret A. Chapin.....	3d "	814 North Nineteenth.
Amalie Moench (½ day) <i>Head German Ass't,</i>		1006 Carr.

BRANCH HIGH SCHOOL No. 3.—Third story of the Peabody School, corner of Carroll street and Second Carondelet avenue; 200 seats. **DISTRICT**—Indefinite.

D. H. Smith.....	<i>Principal,</i>	1806 Olive.
Bertha B. Grossman.....	1st <i>Assistant,</i>	1012 Dollman.
Mary C. Meacham.....	3d "	2023 Eugenia.
Cecelia Smith.....	3d "	1806 Olive.
Emma A. Abbott.....	3d "	2511 Second Carondelet ave.
Matilda F. Smiley (Drawing ½ day),		1012 Dollman.

BRANCH HIGH SCHOOL No. 4.—Third story of the Douglas School, corner of Eleventh and Howard streets; 200 seats.
DISTRICT—Indefinite.

Francis E. Cook.....	<i>Principal,</i>	1501 Morgan.
Wm. Deutsch.....	1st <i>Assistant,</i>	2010 Clark ave.
Sarah B. Gallup.....	3d "	1915 North Twelfth.
Mary B. Norwood.....	3d "	1349 Washington ave.
Laura M. Oviatt.....	3d "	609 North Twelfth.
Matilda F. Smiley (Drawing ½ day),		1012 Dollman.

BRANCH HIGH SCHOOL No. 5.—Third story of the Blow School, South St. Louis, corner Fifth and Pine streets; 160 seats. **DISTRICT**—Indefinite.

A. J. Caldwell.....*Principal*, Illinois, near 4th, S. St. L.
 Fannie E. Tower.....1st *Assistant*, Sixth, near Kansas. "
 Margaret H. Taylor (Drawing $\frac{1}{2}$ day), 1422 Clark ave., St. Louis.

AMES SCHOOL.—Hebert and Fourteenth streets; 700 seats.
DISTRICT—Bounded north by Angelrodt street, east by the river, south by Warren street, and west by Twentieth street.

Fred'k C. Woodruff.....	<i>Principal</i> ,	Jennings, St. L., K. C. & N. R.R.
Helen E. Peabody.....	<i>Head Assistant</i> ,	2524 North Eleventh.
Sallie Fenby.....1st	"	3004 Locust.
Mary A. Patrick.....2d	"	2524 North Eleventh.
Isabel M. Davle.....3d	"	2708 North Eleventh.
Eliza A. Stark.....3d	"	1229 St. Charles.
Mary V. A. Stevens.....3d	"	1126 North Twenty-fourth.
Blanche Watkins.....3d	"	3614 North Tenth.
Delia L. Mallinckrodt.....3d	"	2816 North Twelfth.
Matilda A. Puellman.....3d	"	2811 North Twelfth.
Susan Kinkead.....3d	"	922 Benton.
Lydia A. Folsom.....2d	"	1441 Dodier.
Louisa B. Gould.....1st	"	2612 North Eleventh.
Bertha Schmidt.....1st <i>German</i> ,	"	1608 Dodier.
Laura T. Detterbeck...3d <i>Germ.</i>	"	1521 Madison.

BATES SCHOOL. — Collins and Bates streets; 700 seats.
DISTRICT—Bounded north by Webster street, east by the river, south by Green street, and west by Broadway.

Frank A. Fitzpatrick.....	<i>Principal</i> ,	2614 Locust.
Ellen E. Campbell.....	1st <i>Assistant</i> ,	1105 Park Place.
Helen A. Page.....2d	"	Collinsville, Ill.
Addine A. Roth.....3d	"	616 Locust.
Ellen V. Potterfield.....3d	"	1808 North Eleventh.
Mary N. Hill.....3d	"	Kirkwood, Mo.
Cora E. Collins.....3d	"	2504 Gamble ave.
Julia M. E. Long.....3d	"	1231 North Eighth.
Eliza M. Dale.....3d	"	716 Mound.
Jennie Lague.....3d	"	1029 Collins.
Mary I. Radcliff.....2d	"	1423 North Tenth.
Malvina F. Dandridge.....1st	"	1410 $\frac{1}{2}$ Biddle.
Simon L. Well 1st <i>German</i>	"	1542 Carondelet ave.
Eugenie Petri, 3d " ($\frac{1}{2}$ day),	"	518 Gratiot.

BENTON SCHOOL.—Ninth and Locust streets; 700 seats.

DISTRICT—Bounded north by Green street, east by the river, south by Market street, and west by Tenth street.

Harriet N. Jordan.....	<i>Principal,</i>	2703 Eugenia.
Margaret K. Slater.....	<i>Head Assistant,</i>	1313 Chouteau ave.
Mary E. Rains.....	1st “	1313 Chouteau ave.
Louisa V. Music.....	2d “	2811 Bernard.
Lottie E. Layton.....	2d “	1630 Wash.
Julia M. Kelly.....	2d “	1706 Wash.
Elizabeth Mansfield.....	3d “	2913 Thomas.
Helen G. O'Neill.....	3d “	1318 Chouteau ave.
Carrie C. Bumann.....	3d “	2606 Mill.
Lucy N. Page.....	3d “	2523 Lindell ave.
Margaret S. Stewart.....	3d “	1926 Division.
Rosalie Gautier.....	2d “	224 Lombard.
Louisa Miller.....	1st “	105 South Fifteenth.
Amanda Gimbel..	<i>Head German</i>	22 Targee.
Bertha J. Schneider, 3d “	“	1500 State.
Louisa Johannssen...3d “	($\frac{1}{2}$ day) “	Bremen ave and Thirteenth.
Conrad Diehl (Drawing $\frac{1}{2}$ day),	“	1529 Singleton.

BLOW SCHOOL.—South St. Louis, corner Fifth and Pine streets; 600 seats. DISTRICT—Bounded north by Walsh street, east by the river, south by Union street, and west by city limits.

A. J. Caldwell.....	<i>Principal,</i>	Illinois, near 4th, S. St. L.
Malvina A. Hoskins.....	<i>Head Assistant,</i>	S. W. cor. 3d & Nebraska, S. St. L.
Lydia E. Tracy.....	3d “	Sixth and Olive, “
Ida B. Timberlake.....	2d “	4th, near Nebraska, “
Clara C. Howard.....	3d “	Second and Pine, “
Mattie Parker.....	3d “	Fifth and Quincy, “
Emma C. Meyer.....	3d “	2707 Eugenia st., St. Louis.
Catherine E. Histed.....	3d “	913 Autumn, “
Alice M. Lowry.....	8d “	1733 North Twelfth, “
Marietta P. Caldwell.....	2d “	Illinois, bet. 3d and 4th, S. St. L.
Josephine M. Nisbet.....	1st “	Third and Filmore, “
Chas. E. M. Jenner, 1st German	“	6th, b. Randolph & St. Louis, “
Rud. C. F. Dönhaupt ($\frac{1}{2}$ day) 1st Germ. Ass't,		N. W. cor. Main & Neb'a, “

CARONDELET SCHOOL.—South St. Louis, Third and Hurck streets; 700 seats. DISTRICT—Bounded north by Union street, east by the river, south and west by city limits.

M. H. Post.....	<i>Principal,</i>	3031 Lucas ave.
Maggie McLaughlin.....	1st <i>Assistant,</i>	4th, bet Olive & Nebr'a, ar
Kate F. Cooper.....	2d "	4th, " " "
Urella F. Sheppard.....	3d "	4th, " " "
Jennie Parker.....	3d "	5th and Quincy, Carondelet.
Annie Davis.....	3d "	4th and Schirmer, "
Louisa J. Revington.....	3d "	2d, bet. Pine and Quincy.
Delia Webb.....	3d "	Main, bet. Stein & Schirmer.
Emily G. Dunklin.....	2d "	4th and Olive sts., Carond.
Jessie E. White.....	3d "	3d and Taylor, "
Cora A. English.....	3d "	4th and Olive, "
Mel N. Mason.....	1st "	6th and Kansas, "
T. J. Koetzli.....	1st <i>German</i>	S. E. cor. 2d & Pine, "
Jos. Hoeflinger (½ day) 1st,	"	cor. Main & Quincy, "

CARR SCHOOL.—Corner of Sixteenth and Carr streets; 480 seats. **DISTRICT**—Bounded north by O'Fallon street, east by Tenth street, south by Wash street, and west by Twentieth street.

Sarah J. Bacon.....	<i>Principal,</i>	1502 Morgan.
Julia M. Clark.....	1st <i>Assistant,</i>	1326 Olive.
Evelyn Bissell.....	3d "	2232 Carr.
Meta A. B. Dünhaupt.....	3d "	2305 Carr.
Margaret A. Dunn.....	3d "	1825 Biddle.
Frances Thompson.....	3d "	2218 Lucas ave.
Lucy A. McGready.....	3d "	1502 Morgan.
Emma Williams.....	3d "	Olive st., west Union ave.
Mary E. Kelly.....	2d "	706 Olive.
Mary A. Dierker....	1st <i>German</i>	1329 North Fourteenth.
Eugenie Petri (½ day), 3d "	"	518 Gratiot.

CARR LANE SCHOOL.—Twenty-fourth and Carr streets; 1000 seats. **DISTRICT**—Bounded north by Cass avenue, east by Twentieth street, south by Locust street, and west by Jefferson avenue.

Geo. B. Lane.....	<i>Principal,</i>	2322 Walnut.
Helen M. Mason.....	<i>Head Assistant,</i>	1901 O'Fallon.
Emina P. Simmons.....	1st "	2919 Lucas ave.
Mary L. Clarke.....	2d "	319 North Eleventh.
Emily Stephens.....	3d "	1417 O'Fallon.
Annie H. Marsh.....	3d "	1916 Morgan.
Ella C. Prunty.....	3d "	1437 Christy ave.
Rosalie Lafranchi.....	3d "	1300 Pine.
Charlotte M. McBurney.....	3d "	909 Cardinal ave.
Kate Dauber.....	3d "	2619 Market.

Eliza M. Riegel.....	3d	<i>Assistant,</i>	917 North Fourteenth.
Emma C. Hall.....	2d	"	2027 Carr.
Anna M. Carkener.....	1st	"	1224 Washington ave.
Joseph A. Gehrman, 1st	<i>Germ.</i>	"	1908 Franklin ave.
Sophie Balthasar	3d	"	2617 North Eighteenth.
Julia E. Klunk.....	<i>Head</i>	"	2810 Sheridan ave.
Annie M. Bumann.....	3d	"	2606 Mill.
Eva T. Jessup.....	3d	"	2429 Wash.
Hannah B. Crane.....	3d	"	3012 Thomas
Kate M. Jones.....	3d	"	217 Summit ave.
Mary S. Eccles	1st	"	Cook ave., west of Grand.

CARROLL SCHOOL.—Buell and Carroll streets; 1060 seats.

DISTRICT—Bounded north by Park avenue, east by the river, south by Lafayette street, and west by Rosatti street.

Henry M. Tallman.....	<i>Principal,</i>	1407 Olive.
Sarah R. Handy.....	<i>Head Assistant,</i>	921 North Twentieth.
Mary E. Lackay.....	1st	" 607 Hickory.
Sallie E. Hook	2d	" 1405 Papin street.
Helen M. Cogswell.....	3d	" 1301 Hickory.
Jennie A. Barr.....	3d	" 1417 Olive.
Emma Harris.....	3d	" 1126 Chouteau ave.
Letitia M. Taylor.....	3d	" 1422 Clark ave.
Annie A. Fox.....	3d	" 2745 Wash.
Laura I. Rittenhouse	3d	" 3125 Clark ave.
Ella M. Brockman	3d	" 704 South Fifth.
Agnes R. Farrell.....	3d	" 1527 Papin.
Adelaide Caldwell.....	3d	" 2115 South Spring.
Melinda Wallace.....	2d	" 2134 South Spring.
Frances A. Secor.....	1st	" 1326 Chouteau ave.
Letitia A. Stewart	1st	" 1552 Chouteau ave.
Charles Sommer..	<i>Head German</i>	" 1829 South Seventh.
Bertha von Ende.....	3d	" 1513 South Ninth.
Therese Zisemann...3d	"	" 1511 Rosatti.

CHARLESS SCHOOL.—Kingsbury street, near Gravois Road; 480 seats. DISTRICT—Bounded north by Russell avenue, east by Second Carondelet avenue, south by Lynch, and west by California avenue.

Carrie L. Bryant.....	<i>Principal,</i>	2129 Walnut.
Ottile Bruns	1st <i>Assistant,</i>	S. E. cor. Victor and Union.
Mattie S. Kayser.....	3d	" 1213 Grattan
Lillie B. Roberts.....	3d	" 2320 Eugenia.
Leocadia H. Bangs.....	3d	" 1323 Chestnut.
Jennie M. Lampton.....	3d	" 1228 South Eighth.

Annie Wolfe.....	3d	<i>Assistant</i> ,	1710 Morgan.
Lida J. Trumbull.....	3d	"	2509 2d Carondelet ave.
Frances E. Clayton.....	2d	"	1923 Geyer ave.
Pauline H. Ringe.....	1st	<i>Germ.</i>	2119 Carondelet ave.
Mary Knust ($\frac{1}{2}$ day)...	1st	"	Cor. Wyoming and Gravois.

CHOUTEAU SCHOOL.—Chouteau avenue, west of Jefferson avenue; 480 seats. **DISTRICT**—Bounded north by Pacific Railroad, east by Missouri avenue, south by Park avenue, and west by city limits.

Rachael M. Gass.....	<i>Principal</i> ,	1512 Olive.
Halcyon Childs.....	1st <i>Assistant</i> ,	2319 Eugenia.
Margaret J. Dunn.....	3d	" 2007 Eugenia.
Nannie V. Noyes.....	3d	" 117 South Fifteenth.
Sarah J. Leam.....	3d	" 107 North Eighth.
Mary D. Gass.....	3d	" 1512 Olive.
Nannie Giles.....	3d	" 120 North Thirteenth.
Martha M. Wallace.....	3d	" 2134 South Spring.
Ellen A. Dean.....	2d	" 1728 Washington ave.
Emma Kribben.....	1st <i>German</i>	" 1014 Orchard.

CLAY SCHOOL.—Bellefontaine and Farrar streets; 940 seats. **DISTRICT**—Bounded north by city limits, east by the river, south by Angelrodt street, and west by Fourteenth street.

Jas. S. Stevenson.....	<i>Principal</i> ,	1510 North Twelfth.
Jennie R. Goodfellow....	<i>Head Assistant</i> ,	314 Mound.
Kate S. Avery.....	1st	" 2115 North Twelfth.
Gertrude Garrigues.....	2d	" 2617 North Ninth.
Luella Batchelder.....	3d	" 1109 Madison.
Kezla Bloch.....	3d	" 2824 North Ninth.
Melene Kilgore.....	3d	" 814 North Eleventh.
Anna J. Hall.....	3d	" 3033 Magazine.
Mary A. Smith.....	3d	" 4204 North Tenth.
Sarah E. Miller.....	3d	" 1813 North Tenth.
Mollie E. Mitchell.....	3d	" 3607 North Ninth.
Marcella M. Cannan.....	3d	" 805 North Fifteenth.
Annie O. Whipple.....	3d	" 3814 Bellefontaine Road.
Ulala C. Hare.....	2d	" 1109 Madison.
Dora Clark.....	1st	" 1229 St. Charles.
Peter Herzog.....	<i>Head German</i>	" 1108 Buchanan.
Pauline Krueger.....	3d	" 511 Carroll.
Helen C. Krausse ($\frac{1}{2}$ day) 3d	"	" S.W.cor. Hick'ry & Miss. av.

CLINTON SCHOOL.—Gratton and Hickory streets; 700 seats.

DISTRICT—Bounded north by Pacific Railroad; east by Twelfth street and Stoddard avenue, south by Park avenue, and west by Missouri avenue.

Z. G. Willson.....	<i>Principal,</i>	311 High.
Mary A. McMullen.....	<i>Head Assistant,</i>	1326 Chouteau ave.
Hannah J. Skillman.....	1st “	1520 Park ave.
M. Gray Westgate.....	2d “	2805 Russell ave,
Annie Meyer.....	3d “	1313 Chestnut.
Kate E. O'Neill.....	3d “	1313 Chouteau ave.
Julia F. Warne.....	3d “	1518 Park ave.
Sallie George.....	3d “	1412 Papin.
Jennie M. A. Jones.....	3d “	Gamble av. bet Gr'd & Theresa av.
Georgia A. Warne.....	3d “	1518 Park ave.
Matilda A. Sommers.....	3d “	1526 Rosatti.
Ida V. Hagaman.....	2d “	1527 Franklin ave.
Leah V. Lightner.....	1st “	1203 Dolman.
Pauline Mueller... <i>Head German</i>	“	1904 Rutger.
Elizabeth Baebenroth, 3d	“ “	1116 Stoddard ave.
Rebecca S. Gast.....	3d “	1628 Second Carondelet av.

COMPTON SCHOOL.—Henrietta street, near Arkansas avenue; 240 seats. DISTRICT—Bounded north by Park avenue, east by California avenue, south by Shenandoah street, and west by city limits.

Luella B. Gilfillan.....	<i>Principal,</i>	S. W. cor. Park & Arkansas avs.
Laura M. Armstrong.....	3d <i>Assistant,</i>	1211 Dillon.
Belle Buckingham.....	3d “	1613 Hickory.
Stella M. Felton.....	2d “	Caroline and McKenzie.
Thekla M. Schmidt (½ day)	3d <i>Germ.</i> “	1300 St. Ange ave.

DES PERES SCHOOL.—South St. Louis, corner Fourth and Illinois streets; 240 seats. DISTRICT—Bounded north by Walsh street, east by river, south by Kansas street, and west by city limits.

Ruth Tullman.....	<i>Principal,</i>	8d, b. St. Louis & Taylor, S. St. L.
Laura P. Staples.....	3d <i>Assistant,</i>	Cor. Sixth & Kansas, “
Jos. Hoeflinger (½ day)	1st <i>Germ.</i> “	Cor. Main & Quincy, “
Susie E. Blow....	<i>Director Kindergarten.</i>	
Emma C. Lynch.....	2d <i>Assistant,</i>	Fourth and Pine, “
Sallie Shawk.....	3d “	7th, bet. Pine & Olive, “

DIVOLL SCHOOL.—Dayton street and Glasgow avenue; 700 seats. **DISTRICT**—Bounded north by Cass avenue, east by Jefferson avenue, south by Easton avenue, and West by city limits.

A. F. Hamilton.....	<i>Principal,</i>	2743 Mills.
Mary E. McGrath.....	1st <i>Assistant,</i>	1917 Division.
Abba C. Hamilton.....	2d “	2743 Mills.
Emma J. Keith.....	3d “	2702 Locust.
Margaret A. Hines.....	3d “	1305 Gay.
Henrietta F. Bryan.....	3d “	502 Leffingwell ave.
Ella M. Brown.....	3d “	920 North Tenth.
Annie M. Finagin.....	3d “	1510 North Fifteenth.
Mary E. Houston.....	3d “	1211 Washington ave.
Emma F. Mason.....	3d “	2122 Gamble ave.
Georgie F. Berry.....	3d “	2713 Wash.
Lizzie A. Hyatt.....	1st “	2735 Wash.
Louise M. Johnson..	1st <i>German</i> “	2949 Dixon.
Cynthia P. Dozler..	<i>Director Kindergarten,</i>	2803 Dayton.

DODIER SCHOOL.—Dodier street and St. Louis Place; 240 seats. **DISTRICT**—Same as Ames.

Sarah A. Hunter.....	<i>Principal,</i>	915 North Sixteenth.
Eugenia E. Chapman.....	3d <i>Assistant,</i>	1405 Monroe.
Emily L. Cuolahan.....	3d “	603 South Fifth.
Isabella D. Benedict.....	2d “	2016 Morgan.
Henry Clarner (½ day)	1st <i>Germ.</i> “	1615 Dodier.

DOUGLAS SCHOOL.—Eleventh and Howard streets; 500 seats.

DISTRICT—Bounded north by Webster street, east by Broadway, south by Cass avenue west of Tenth street, and by Mullanphy street, east of Tenth, and west by Sixteenth street.

Ella W. Blish.....	<i>Head Assistant,</i>	2633 Morgan.
Alma L. Bowman.....	2d “	609 North Twelfth.
Sallie E. Kempland.....	3d “	4006 Bellefontaine Road.
Jennie Kinkead.....	3d “	922 Benton.
Josie E. Logue.....	3d “	917 Hickory.
Mattie E. Ellis.....	3d “	1706 North Tenth.
Sallie P. Hight.....	2d “	1011 North Ninth.
Lelah C. O’Kane.....	1st “	1205 Webster.
Jennie Wahlert.....	1st <i>German</i> “	1723 North Thirteenth.

EADS SCHOOL. — Fifteenth and Pine streets; 400 seats.

DISTRICT— Bounded north by Washington avenue, east by Fourteenth street, south by Pacific Railroad, and west by Twentieth street.

E. J. Isbell.....	<i>Principal</i> ,	2117 Pine.
Josie M. Hunt.....	1st <i>Assistant</i> ,	S. E. Cor. Summit and Sarah ave.
Georgia L. Greene.....	3d " "	3413 Henrietta.
Hilda C. Clements.....	3d " "	105 South Fifteenth.
Mary A. Leavy.....	3d " "	1806 Olive.
Alice B. McKibben.....	3d " "	Webster, Mo.
Emma B. Frederick.....	3d " "	3112 Bell.
Gertrude V. Rich.....	3d " "	1313 Chestnut.
Emma H. Fenton.....	2d " "	2033 Walnut.
Doris Holldorf.....	1st <i>German</i> " "	908 Amelia ave.

ELIOT SCHOOL. — Fifteenth and Walnut streets; 700 seats.

DISTRICT— Bounded north by Washington avenue, east by Fourteenth street, south by Pacific Railroad, and west by Twentieth street.

Fannie M. Bacon.....	<i>Assistant</i> ,	1213 Pine.
Ella Fenby.....	3d <i>Assistant</i> ,	3004 Locust.
Mira M. Logan.....	<i>Head</i> " "	2109 Walnut.
Rebecca Taylor.....	1st " "	931 North Tenth.
Kate Field.....	2d " "	501 North Thirteenth.
Augusta Murfeldt.....	3d " "	2023 Eugenia.
Mary Cousland.....	3d " "	2747 Clark ave.
Helen Worthington.....	3d " "	2204 Olive.
Hattie Van Valkenburg.....	3d " "	1326 Chouteau ave.
Fanny A. Robinson.....	3d " "	3526 Lindell ave.
Anna K. Letellier.....	3d " "	1005 North Sixteenth.
Helen C. Platt.....	2d " "	1506 Poplar.
Ella O. Howard.....	1st " "	1022 North Tenth.
Anna Eberhard.....	1st <i>German</i> " "	18 South Fifteenth.
Lydia Spaeter.....	3d " "	1507 Papin.

EVERETT SCHOOL. — Eighth street, south of Cass avenue;

940 seats. **DISTRICT**— Bounded north by Cass avenue, east by Broadway, south by Biddle street, and west by Tenth street.

J. W. Hall.....	<i>Principal</i> .	2331 Gamble ave.
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Elizabeth Moerschel.....	<i>Head Assistant,</i>	1004 Broadway.
Mary J. Hunter.....1st	"	915 North Sixteenth.
Mary O. Graham.....2d	"	1827 North Tenth.
Ella G. Hotchkiss.....3d	"	1827 North Tenth.
Kate L. Wilson.....3d	"	509 High.
Julia A. Brennan.....3d	"	2714 Stoddard.
Ella S. Wilson.....3d	"	N. E. cor. 12th & Webster.
Sarah Y. Cole.....3d	"	2612 North Eleventh.
Kate A. Flynn.....3d	"	1333 North Eighth.
Eliza E. Parks.....3d	"	1926 North Market.
Mary E. Hewitt.....3d	"	1426 Poplar.
Nannie M. Mitchell.....3d	"	3607 North Ninth.
Lizzie M. Goodfellow.....2d	"	314 Mound.
Isabella Andrews.....1st	"	1326 Olive.
Fannie E. Jenks....1st	<i>German</i>	1418 O'Fallon.
Henry A. Obenhaus, 1st	"	2708 Market.
Mary A. Timberlake, <i>Director Kindergarten,</i>		4th & Nebraska, Carond't.

FRANKLIN SCHOOL.—Christy avenue and Eighteenth street;
840 seats. DISTRICT—Bounded north by Wash street, east
by Tenth street, south by Washington avenue, and west by
Twentieth street.

Mary E. Tyler.....	<i>Head Assistant,</i>	1118 North Nineteenth.
Cornelia W. Sanborn.....3d	"	Russ'l av, bet Cal. & Oreg'n.
Ellen F. Josselyn.....3d	"	704 Tayon ave.
Mary H. Bland.....1st	"	908 Gratiot.
Sylvia Brown.....3d	"	Easton and Glasgow aves.
Sarah J. Milligan.....2d	"	1418 Olive.
Adelaide Johnson.....3d	"	1109 North Eighth.
Ada Perry.....3d	"	1529 Pine.
Sarah H. E. Stewart.....2d	"	Belle Glade av., Elleardsv'e.
Fidelia H. Wright.....2d	"	Webster Groves, P. R. R.
Annie E. Leahey.....3d	"	633 Summit ave.
Frances M. Spargo.....2d	"	2633 Cooper.
Parthenia J. Brady.....3d	"	1819 Carr.
Mary J. Kean.....2d	"	205 North Fourteenth.
Hannah R. Snody.....3d	"	Grand av., 2d door N. of Cass av.
Carrie L. Kendall.....2d	"	3525 Lindell ave.
Sarah E. Weston.....3d	"	1510 Poplar.
Elizabeth J. R. Messenger...1st	"	1513 Webster ave.
Mary A. Woodward.....3d	"	2314 Half.
Lillian J. Lewis.....3d	"	1506 Poplar.
Jennie L. Whedon.....2d	"	1901 O'Fallon.
Elizabeth A. Sorin.....3d	"	2218 Biddle.
Martha J. Gilbraith.....3d	"	2129 South Spring.
Helen F. Smith.....3d	"	1703 Washington ave.
Amalia Moench....	<i>Head German</i>	1006 Carr.
Clara F. Boedeker..(sub.)	"	1417 Franklin ave.
Marla v. Schlegell....3d	"	1211 Armstrong ave.

GAMBLE SCHOOL.—Fifth and Poplar streets; 350 seats.

DISTRICT—Bounded north by Market street, east by the river, south by Gratiot and Mulberry streets, and west by Sixth street.

Elizabeth S. Child.....	<i>Principal,</i>	2319 Eugenia.
Amelia Child.....	3d <i>Assistant,</i>	2319 Eugenia.
Clara Hoelzle.....	1st "	818 Barlow.
Jane Grant.....	3d "	Webster Groves, P. R. R.
Mary E. Raymond.....	3d "	Cook and Spring aves.
Margaret E. Gallier.....	3d "	1518 Chestnut.
Edna McKinney.....	3d "	Webster Groves, P. R. R.
Mary K. Goodall.....	2d "	2606 Stoddard.
Margarethe Lawitzky, 1st	<i>Germ.</i> "	1507 Papin.

GRAVOIS SCHOOL.—Gravois road and Wyoming street; 240 seats. DISTRICT—Bounded north by Shenandoah street, east by California avenue, south by Osage street, and west by city limits.

Anna C. Gates.....	<i>Principal,</i>	2615 State.
Ella C. Axtell.....	3d <i>Assistant,</i>	1311 Chouteau ave.
Melina S. Rutherford.....	3d "	2609 State.
Carrie Douglass.....	2d "	Iowa av, bet. Utah and Wyoming.
Mary Knust ($\frac{1}{2}$ day), 1st	<i>German</i> "	S. W. cor. Gravois R. & Wyoming.

HAMILTON SCHOOL.—Twenty-fifth and Davis streets; 600 seats. DISTRICT—Bounded north by Cass avenue, east by Twentieth street, south by Wash street, and west by Jefferson avenue.

Mary E. Hughes.....	<i>Principal,</i>	2819 Gamble.
Kate M. Buckley.....	1st <i>Assistant,</i>	14 South Sixteenth.
Johnanna Cline.....	3d "	2234 Carr.
Jennie W. Hunt.....	3d "	Lucky, bet. Spring & Prairie ave
Ella C. Kelly.....	3d "	1103 Morgan.
Julia F. Lynch.....	3d "	1413 North Seventeenth.
Julia M. Byrne.....	3d "	1911 Division.
Emma C. Fish.....	3d "	1127 North Twenty-fifth.
Margaret E. Fowler.....	3d "	1126 North Twenty-fourth.
Julia E. Byrne.....	3d "	807 Walnut.
Estelle George.....	2d "	1905 Wash.
Agathe Kadlowska...3d	<i>German</i> "	1116 North Twenty-fifth.

HUMBOLDT SCHOOL.—Jackson and Trudeau streets; 700 seats. **DISTRICT**—Bounded north by Lafayette Street, east by the river, south by Victor street, and west by Carondelet avenue.

C. M. Foster.....	<i>Principal,</i>	8.W. cor. 3d and Marceau, S. St.L
Marianne Levin.....	1st <i>Assistant,</i>	Fairview, P. R. R.
Elizabeth A. Axford.....	2d "	421 Picotte.
Anna I. Francis.....	3d "	730 South Fourth.
Missouri M. Van Fossen.....	3d "	1811 O'Fallon.
Sarah V. Batchelor.....	3d "	1521 Menard.
Sarah J. McCauley.....	3d "	1404 Morgan.
Maggie E. Walls.....	3d "	1723 North Eighteenth.
Rachel M. Conklin.....	3d "	1911 Randolph.
Emma F. Trumbull.....	3d "	2d Carond. ave., 3d door n. of Via.
Hattie B. Edgerton.....	3d "	2502 North Eighteenth.
Mary L. Spies.....	2d "	901 Beckwith.
Lucy W. Bland.....	1st "	908 Gratiot.
Marie L. Rice.....	3d "	1311 Chouteau Avenue.
Anna Schuster....	<i>Head German</i>	2807 Carondelet Avenue.
Ida Vollberg.....	3d "	Capitol av. near Car'nd. av.
Hermine von Dobschütz.....	3d "	Marine Hospital.

IRVING SCHOOL.—Nineteenth street and Bremen avenue; 700 seats. **DISTRICT**—Bounded north by city limits, east by Fourteenth street, south by St. Louis avenue, and west by city limits.

T. R. Vickroy.....	<i>Principal,</i>	1117 North Twenty-fifth.
Mary M. Henderson.....	3d <i>Assistant,</i>	915 Benton.
Margaret Bell.....	1st "	3616 North Thirteenth.
Annie E. Bradley.....	3d "	2211 Lucas avenue.
Marla C. Hodges.....	3d "	2311 North Tenth.
Mary A. Harry.....	3d "	1116 North Seventeenth.
Marie E. Foley.....	3d "	1913 O'Fallon.
Margaret King.....	1st "	1502 Bremen avenue.
Chas. Auler.....	1st <i>German</i>	2104 Salisbury.

JACKSON SCHOOL.—Maiden Lane; 480 seats. **DISTRICT**—Bounded north by Warren street, east by Sixteenth street, south by Cass avenue, and west by Twentieth street.

Kate M. Barron.....	<i>Principal,</i>	1817 University.
Lucy Kitchen.....	3d <i>Assistant,</i>	S. E. cor. 20th and Dodler.
Emily R. Knox.....	3d "	705 North Eighteenth.
Laura Hinsch.....	3d "	1525 North Seventeenth.
Sarah A. Doherty.....	3d "	1222 North Sixteenth.
Maggie E. Ellison.....	3d "	2929 East Bell.
Mattie S. Flickner.....	2d "	1725 Benton.
Henry Clarner, (½ day)	1st <i>Ger.</i>	1615 Dodler.

JEFFERSON SCHOOL.—Ninth and Wash streets; 450 seats.

DISTRICT—Bounded north by Biddle street, east by Broadway, south by Green street, and west by Tenth street.

Margaret A. McClure.....	<i>Principal,</i>	1309 Washington avenue.
Esther H. Campbell.....	3d <i>Assistant,</i>	1309 Washington avenue.
Jennie M. Lowry.....	2d “	1502 Morgan.
Rachel McClure.....	3d “	1309 Washington avenue.
Martha A. Walls.....	3d “	1723 North Eighteenth.
Nora Layton.....	3d “	1630 Wash.
Jennie A. Burnside.....	3d “	1227 North Seventh.
Harriet I. Hudson.....	3d “	1405 North Seventeenth.
Annie E. Pinkard.....	3d “	1229 Pine.
Catherine Scales.....	1st “	921 North Fourteenth.
Helene Heckelmann.....	3d <i>Ger.</i> “	1605 Gratiot.
Clementine Sternberg (½ day)	3d <i>Ger. Ass't,</i>	1432 Menard.

JEFFERSON BRANCH SCHOOL.—Tenth and Carr streets; 350 seats. DISTRICT—Bounded north by Biddle street, east by Broadway, south by Green street, and west by Tenth street.

Ione Anderson.....	<i>Principal,</i>	1012 North Tenth.
Anna J. Kelley.....	2d <i>Assistant,</i>	1708 Morgan.
Myra M. Ware.....	3d “	2115 Clark avenue.
Lou M. Stanford.....	3d “	904 Morgan.
Lizzie S. Sanders.....	3d “	Olive street, w. of Union av.
Maggie Whelan.....	3d “	Page av., bt. Prairie & Vand. avs
Mollie E. Morgan.....	1st “	2012 North Fourteenth.
Louise Johannssen (½ day)	3d <i>Ger.</i> “	Rear of Hyde Park, Garibaldi.

LACLEDE SCHOOL.—Sixth and Poplar streets; 700 seats.

DISTRICT—Bounded north by Market Street, east by the river, south by Gratiot and Mulberry streets, and west by Sixth street.

Eliza C. Dunham.....	<i>Principal,</i>	May street, bet. Park & Laf. avs
Catherine S. Felch.....	<i>Head Assistant.</i>	806 South Eighth.
Jennie P. Worthley.....	1st “	1418 Olive.
Mary L. Raffety.....	2d “	3025 Sarah.
Huldah A. Eaton.....	3d “	925 Hickory.
Clara J. Gillies.....	3d “	921 Locust.
Amelia C. Haase.....	3d “	323 South Second.
Ellen E. Reid.....	3d “	1321 Pine.
Mary Van Horne.....	3d “	808 South Eighth.
Mary F. Rodan.....	3d “	1827 Franklin avenue.
Ella M. Wagner.....	3d “	1240 Clay avenue.
Eliza C. Greene.....	2d “	1143 South Seventh.
Alice D. Smith.....	1st “	1231 Olive.
Lydia Hospes.....	1st <i>German</i> “	820 Hickory.
Augusta Jaegerhuber, 3d	“	1118 South Eighth.
Sophie Lempke (½ day)	(<i>sub.</i>)	1308 Mississippi avenue.

LAFAYETTE SCHOOL.—Ann avenue and Decatur street; 700 seats. **DISTRICT**—Bounded north by Lafayette street east of Rosatti, and by Geyer avenue west of Rosatti, east by Carondelet avenue, south by Victor street, and west by Second Carondelet avenue.

L. Wm. Teuteberg.....	<i>Principal,</i>	2713 North Twelfth.
Alice C. Huth	<i>Head Assistant,</i>	1610 Linn.
Margaret Henderson	1st “	1146 South Seventh.
Ella R. Thomas	2d “	1303 Hickory.
Eliza S. Rice	3d “	Glendale, P. R. R.
Ora E. Dolbear.....	3d “	1410 Olive.
Kate E. Hislop	3d “	518 Summit avenue.
Franc M. Martin	3d “	2117 South Spring.
Minnie L. Johnson	3d “	709 Russell avenue.
Mary E. Holton	3d “	Webster Groves, P. R. R.
Martha M. Loewenberg.....	3d “	1522 Wash.
Mary E. Fox	2d “	1518 Fulton.
Laura F. Nieters.....	1st “	709 Russell avenue.
D. H. Lueken.....	<i>Head German</i> “	2216 State.
Alwine Eicke.....	1st “	422 Sydney.
Hermine von Dobschütz ($\frac{1}{2}$ day) 3d <i>Germ. Ass't,</i> S. W. cor. 5th & Poplar.		

LINCOLN SCHOOL.—Eugenia and High streets; 700 seats. **DISTRICT**—Bounded north by Locust street, east by Twentieth street, south by Pacific Railroad, and west by Jefferson avenue.

Jno. A. Gillfillan.....	<i>Principal,</i>	Park ave. and May.
Elizabeth L. Nason.....	<i>Head Assistant,</i>	603 South Fifth.
Mary L. Dudley.....	1st “	2215 Walnut.
Mary A. Williams.....	2d “	2635 Gratiot.
Luella Dowd.....	3d “	2314 Half.
Laura C. Alvord.....	3d “	2913 Easton ave.
Maggie V. Barr	3d “	1417 Olive.
Mary A. Hogan.....	3d “	2025 Market.
Mary L. Eaton.....	3d “	2844 Laclede ave.
Louisa Lange.....	3d “	210 $\frac{1}{2}$ Clark ave.
Irene McElhinney	3d “	2205 Olive.
Louisa Dixon.....	2d “	104 South Pratte ave.
Melinda Calvert.....	3d “	2809 Pacific.
Mathilda Kann	1st <i>German</i> “	22 Targee.
Clementine Sternberg ($\frac{1}{2}$ day) 3d <i>Ger. Ass't,</i> 1432 Menard.		

LYON SCHOOL.—Eighth and Pestalozzi streets; 700 seats. **DISTRICT**—Bounded north by Victor street, east by river, south by Osage street, and west by California avenue.

Alden G. Wilcox.....	<i>Principal,</i>	3541 Carondelet ave.
Rose A. Curtis.....	<i>Head Assistant,</i>	Victor, bet. Union & Buena Vista.
Sallie E. Warner.....	1st "	1510 Olive.
Maria Alderson.....	2d "	2617 State.
Roxa Wilcox.....	3d "	3541 Carondelet ave.
Grace R. Wagner.....	3d "	N. E. c. 2d Car. av. & Pestalozzi.
Martha E. Slattery.....	3d "	1309 North Market.
Agnes Keating.....	3d "	605 South Fifth.
Belle S. Watts.....	3d "	1126 Chouteau ave.
Nellie G. Lynch.....	3d "	2719 South Seventh.
Martha Molyneaux.....	3d "	1921 North Tenth.
Mary M. McIlvaine.....	2d "	N. E. cor. Buell & Lynch.
Josie V. Garrigues.....	1st "	2617 North Ninth.
Lina D. Hildenbrandt, <i>Head Germ. Ass't,</i>		S. s. Viet'r, b. Union & Buena Vista.
Mary Achillis.....	3d "	3067 South Eighth.
Iduna v. Soden.....	3d "	3059 South Eighth.

MADISON SCHOOL.—Seventh and Labadie streets ; 900 seats.

DISTRICT — Bounded north by Gratiot and Mulberry streets ; east by the river, south by Park avenue, and west by Twelfth street and Stoddard avenue.

Wm. M. Bryant.....	<i>Principal,</i>	1311 Pine.
Elizabeth Waugh.....	<i>Head Assistant,</i>	1514 Gratiot.
Sarah Axford.....	1st "	421 Picotte.
Sarah A. Stephens.....	2d "	721 Pratte ave.
Catherine M. Higgins.....	3d "	1217 North Seventeenth.
Abble H. Rathbun.....	3d "	1016 South Twelfth.
Francesca Hunt.....	3d "	405 North Fifth.
Rebecca M. Huntington.....	3d "	717 Couteau ave.
Laura Hinchman.....	3d "	2020 Eugenia.
Mary E. Dean.....	3d "	1728 Washington ave.
Madge Frederick.....	3d "	3112 West Bell.
Kate T. Fay.....	2d "	1104 Ham.
Catherine Peckham.....	2d "	1313 Chouteau ave.
Ellen C. Clement.....	<i>Head</i>	2d Station, Carondelet.
May G. Hall.....	3d "	830 South Eighth.
Carrie C. Ware.....	3d "	2115 Clark ave.
Minnie Schrelber.....	3d "	911 Barlow.
Amalie Vogel.....	<i>Head German</i>	522 Gratiot.
Franziska Helmknopf.....	1st "	733 South Fifth.
Helene Kruse.....	3d "	1519 Singleton.

MARAMEC SCHOOL.—Maramec, near Iowa street ; 240 seats.

DISTRICT—Indefinite.

Clara A. Curtis.....	<i>Principal,</i>	707 Russell ave.
Emma S. Sobeck....1st	<i>German Assistant,</i>	4018 Carondelet ave.
Annie E. Lightburne.....	3d "	3535 Carondelet ave.
Sarah H. Saxton.....	2d "	S. E. cor. Osage & Oregon.

O'FALLON SCHOOL.—Sixteenth street and Cass avenue; 940 seats. DISTRICT—Bounded north by Cass avenue, east by Tenth street, south by Wash street, and west by Twentieth street.

John A. Owen.....	<i>Principal,</i>	2532 Lucas ave.
Jennie G. Alexander.....	<i>Head Assistant,</i>	1515 Spruce.
Sophie T. Martin.....	1st "	1429 Carr.
Emma A. Myers.....	2d "	Cor. Ninth and Howard.
Mary L. Williams.....	3d "	Olive st. r'd, w. of Union av.
Minnie F. Joslin.....	3d "	3004 Cass ave.
Cora M. Shumate.....	3d "	1314 Glasgow ave.
Nannie Ramsey.....	3d "	2018 Walnut.
M. Belle Bovard.....	3d "	2129 Gamble ave.
Mary Boemler.....	3d "	706 Pine.
Jennie Shumate.....	3d "	1314 Glasgow ave.
Florence Chappell.....	2d "	1113 Locust.
Cassie D. Brook.....	2d "	1415 North Seventeenth:
Ellz. Forsyth.....	1st "	1912 Cass ave.
Addie Tooker.....	3d "	2935 Dixon.
Maggie J. Rosborough.....	3d "	204 South Twenty-first.
Nannie A. Ryan.....	3d "	1200 Linden ave.
August Bergmann..	<i>Head Germ.</i>	817 Franklin ave.
Emil Studer.....	1st "	105 North Eighth.
Amelia Roehrs.....	3d "	2027 Picotte.

PEABODY SCHOOL.—Carroll street and Second Carondelet avenue; 500 seats. DISTRICT—Bounded north by Park avenue, east by Rosatti street, south by Russell avenue, and west by California avenue.

Jennie R. Greene.....	<i>Head Assistant,</i>	1905 Franklin avenue.
Sallie B. Goodwin.....	1st "	1929 Sheridan avenue.
Edna H. Rowell.....	3d "	3227 Sheridan avenue.
Mary J. Harris.....	3d "	16 Targee.
Jennie Harris.....	3d "	807 Locust.
Mary L. Dunning.....	3d "	1326 Chouteau avenue.
Charlotte M. Martling.....	3d "	Webster Groves, P. R. R.
Mary A. Griffith.....	2d "	1217 Armstrong avenue.
Mary L. Dickson.....	1st "	1506 Gratiot.
Hattie E. Schmidt....	3d <i>German</i>	1300 St. Ange avenue.
Thekla M. Schmidt (½ day)	3d <i>Germ. Ass't.</i>	1300 " "

PENROSE SCHOOL.—Penrose street and Glasgow avenue;
360 seats. **DISTRICT**—Bounded north by St. Louis avenue,
east by Twentieth street, south by Cass avenue, and west by
city limits.

Orilla Howard.....	<i>Principal,</i>	1341 Elliott avenue.
Angerona L. Ferguson.....	2d <i>Assistant,</i>	1815 North Ninth.
Helen P. Joslin.....	3d “	3004 Cass avenue.
Annie M. Bumann.....	3d “	2606 Mills.
Ella F. Sterns.....	3d “	2231 Division.
Abbie Mansfield	2d “	2913 Thomas.
Sophie Wepf..(Sub. $\frac{1}{2}$ day)	<i>German</i> “	2121 Morgan.

PESTALOZZI SCHOOL.—Seventh and Barry streets; 480 seats.
DISTRICT—Bounded north by Park avenue, east by the river,
south by Lafayette street, and west by Eighth street.

Rose E. Wright.....	<i>Principal,</i>	1010 South Eighth.
Mary I. Atkinson.....	1st <i>Assistant,</i>	910 Gratiot.
Jennette W. Smith.....	3d “	1020 Ham.
Kate Doyle.....	3d “	18 South Sixteenth.
Mary E. Alexander.....	3d “	48 Targee.
Ella D. Shade.....	3d “	1823 South Seventh.
Grace R. Wagner.....	3d “	Second Carond. av. & Pestalozzi.
Martha J. E. Niehaus	3d “	1427 Chestnut.
Maria V. Degge.....	3d “	1835 Morgan.
Mathilde Bürger	1st <i>German</i> “	816 South Sixth.
Maria Pfeil.....	3d “ “	S. W. cor. Fifth and Poplar.

POPE SCHOOL.—Laclede and Ewing avenues; 700 seats.
DISTRICT—Bounded north by Olive street, east by Jefferson
avenue, south by Pacific railroad, and west by city limits.

B. F. Hedges.....	<i>Principal,</i>	Webster Groves, P. R. R.
S. Anna Edgar	1st <i>Assistant,</i>	2200 Clark avenue.
Jane Halliday	2d “	1608 Austin.
Susan I. Cochran.....	3d “	2360 Papin.
Louise T. Rowe	3d “	2805 Bernard.
Mary McGloin.....	3d “	1326 Olive.
Hypatia Hinchman.....	3d “	2020 Eugenia.
Mary W. Kennedy.....	3d “	2700 Olive.
Ida B. Nixon.....	3d “	2220 Walnut.
Emma K. Curtis.....	3d “	3030 Franklin avenue.
Amelia F. Holland	3d “	317 Montrose avenue.
Ada M. Farnan.....	2d “	2210 Clark avenue.
Sarah A. McBrine	1st “	3212 Laclede avenue.
E. L. H. Campe	1st <i>German</i> “	517 $\frac{1}{2}$ Olive.
Wilhelmine L. Kleinmann, 3d	“ “	909 Carroll.

SHEPARD SCHOOL.—Marine avenue; 480 seats. **DISTRICT**—Bounded north by Victor street, east by river, south by Osage street, and west by California avenue.

Anna S. Grant.....	<i>Principal,</i>	3533 Bernard.
Ellen S. Delano.....	<i>1st Assistant,</i>	603 South Fifth.
Angelina V. Hutton.....	3d "	1336 North Seventh.
M. Anna Nowlin.....	3d "	1112 Monroe. ✓
Emma M. Johnston.....	3d "	2723 Lucas ave.
Mary E. Green.....	3d "	N. W. cor. Menard & Critt'n
Kate H. Haus.....	3d "	1430 Menard.
Kate V. Clark.....	3d "	1326 Olive.
Sophie White.....	2d "	3143 Franklin ave.
Louisa Berg.....	<i>1st German</i>	3847 Jefferson ave.
Augusta Kayser (1 day) 3d "	"	717 Walnut.

STODDARD SCHOOL.—Lucas and Ewing avenues; 700 seats.

DISTRICT—Bounded north by Easton avenue, east by Jefferson avenue, south by Olive street, and west by city limits.

Alfred F. Caldwell.....	<i>Principal,</i>	3139 Pine.
Mary B. Cushman.....	<i>Head Assistant,</i>	2647 Olive.
Frances Gruber.....	1st "	3506 Olive.
Abbie L. Tower.....	2d "	2702 Locust.
Ellen Devoy.....	3d "	1220 North Sixth.
Mary E. Wells.....	3d "	2633 Morgan.
Laura F. Lare.....	3d "	1832 Morgan.
Sarah L. Jones.....	3d "	1928 O'Fallon.
Arabella R. Gillette.....	3d "	1014 Jefferson ave.
Elizabeth W. Clarke.....	3d "	711 North Seventeenth.
Flora E. Richardson.....	3d "	915 North Nineteenth.
Jemima Forsyth.....	2d "	1912 Cass ave.
Mary C. Sailor.....	1st "	1505 Pine.
Marion S. Pryor.....	3d "	3106 Morgan.
Pauline T. Kayser...1st German	"	2607 Wash.
Bertha Bohn.....	3d "	802 Barlow.

WASHINGTON SCHOOL.—Eleventh and Spruce streets; 700 seats. **DISTRICT**—Bounded north by Washington avenue, east by Sixth street, south by Gratiot street, and west by Fourteenth street.

Wm. C. Dyer.....	<i>Principal,</i>	1013 North Sixteenth.
Ada Johnson.....	<i>Head Assistant,</i>	1114 Chouteau ave.
Sallie N. Gates.....	2d "	1314 Pine.
Venle Conn.....	3d "	200 South Twelfth.
Bertha E. Schumacher.....	3d "	619 Walnut.
Lizzie George.....	3d "	1412 Papin.
Mary B. Seaver.....	2d "	2809 Pacific.
Lucy A. Wiggin.....	1st "	1211 Armstrong ave.
Herman Helmkamp...1st German Assistant,		733 South Fifth.

WEBSTER SCHOOL.—Eleventh and Jefferson streets; 1,200 seats. **DISTRICT**—Bounded north by Warren street, east by the river, south by Webster street, and west by Sixteenth street.

Malcolm W. Miller.....	<i>Principal,</i>	Ferguson, Mo.
Julia C. Ordes.....	<i>Head Assistant,</i>	712 North Twelfth.
Ellen F. Kendall.....	1st “	1220 Madison.
Josephine Langallier.....	1st “	1207 Benton.
Maggie Glen.....	3d “	1220 Madison.
Elizabeth Parkhurst.....	3d “	1707 North Thirteenth.
Emma T. Cleaver.....	3d “	2110 North Eleventh.
Mary Niggeman.....	3d “	2111 Carr.
Elizabeth Colligan.....	3d “	1927 Lucas ave.
Henrietta T. Hynson.....	3d “	1909 Carr.
Emma M. Banister.....	3d “	1129 Benton.
Mary A. Root.....	2d “	1109 Madison.
Fanny K. Beall.....	1st “	1204 Madison.
Caroline Dorn.....	<i>Head German</i>	1512 Park Avenue.
Helene Kirchner.....	3d “	1933 Benton.
Henrietta S. Ordes.....	<i>Head</i>	712 North Twelfth.
Maggie F. Baker.....	1st “	1220 Madison.
Martha S. Kendall.....	2d “	1220 Madison.
Fannie H. Marston.....	3d “	1218 Monroe.
Emeretta Watson.....	3d “	1200 Chambers.
Georgine G. Wells.....	3d “	2744 Thomas.
Mary Shea.....	3d “	907 North Market.
Marie E. Phillips.....	3d “	2510 North Eighteenth.
Grace L. Davidson.....	2d “	2812 North Ninth.
Julia C. Fife.....	3d “	4256 Bellefontaine Road.
Fred. H. Aufderheide, 1st <i>Germ.</i>	“	1304 Grand ave.
Sophie J. Roach.....	1st “	1123 Farrar.

NO. 1 SCHOOL.—Seventh and Hickory streets; 480 seats. **DISTRICT**—Bounded north by Market street, and west by Eighteenth street.

Mattie E. Cuolahan.....	<i>Principal,</i>	603 South Fifth.
Maggie J. Kerr.....	3d <i>Assistant,</i>	1416 Olive.
Emma C. Howells.....	3d “	2737 Morgan.
Mary C. Kille.....	2d “	925 Winter.

NO. 2 SCHOOL.—Twelfth and Brooklyn streets; 240 seats. **DISTRICT**—Indefinite.

Mary J. Corbin.....	<i>Principal,</i>	1819 North Ninth.
Nannie M. Stanley.....	3d <i>Assistant,</i>	1827 North Tenth.
Isabel Gillies.....	3d “	921 Locust.
Sarah E. Dillon.....	2d “	1222 Madison.

NO. 3 SCHOOL.—Fourteenth street and Christy avenue; 480 seats. **DISTRICT**—Bounded south by Market street.

A. C. Clayton.....	<i>Principal</i> ,	2524 North Eleventh.
Nellie L. Beach.....	1st <i>Assistant</i> ,	1224 Washington ave.
Clara M. Janes.....	2d "	209 North Twelfth.
Tillie E. Riley.....	2d "	1819 North Ninth.
Ida M. Mummey.....	3d "	1709 Morgan.
Belle C. Summers.....	3d "	Seventh and Locust.
Mattie A. Harry.....	3d "	N. E. Cor. 12th & Webster.
Margaret S. Flynn.....	3d "	S. E. cor. Magnolia & Rose aves.
Elizabeth T. Gould.....	2d "	2612 North Eleventh.

NO. 4 SCHOOL.—Cozzens street, east of Jefferson avenue; 240 seats. **DISTRICT**—Bounded east by Eighteenth street.

Julia O. Allen.....	<i>Principal</i> ,	212 South Twenty-first.
Lydia H. Montague.....	3d <i>Assistant</i> ,	Geyer and California aves.
Georgie Stephenson.....	3d "	2230 Gamble ave.

NO. 5 SCHOOL.—Eighteenth and Montgomery streets; 120 seats. **DISTRICT**—Indefinite.

Amy C. V. Schaeggs.....	<i>Principal</i> ,	1825 Warren.
Kate L. Gayler.....	3d <i>Assistant</i> ,	1820 Conde.

NO. 6 SCHOOL.—South St. Louis; 120 seats. **DISTRICT**—Indefinite.

Mary R. Herr.....	<i>Principal</i> ,	2d, near Pine. S. St. Louis.
Julia Miller.....	3d <i>Assistant</i> ,	636 South Sixth.

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